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# THRTEN LCTURS,

A NW, SUPPORTNG SYSTM  
OF

## JNRL & LIBRL EDUCATION,

FR BOTH SXs, ESPSLY FEMALS.

TO WHICH IS ADD,

### AN ISA,

Aplyng this System to the Education of a State & Nation.

How dith the ldl busy be,  
Hapow ech shing ovr,  
And gadr hony al the d, n,  
From evry oping flowr.  
How-kafily she bldz hr sl;  
How as it she sprds the wt  
And labrs hard to stor it wt  
With the sweet fod she make.



INDUSTRY.

ONR & PLNTY.

In v-as of labr r of skl,  
I wud b busy to,  
Fr eqn finds som mischf still  
Fr ill hands to do.  
In oks & wlk & hthful pla,  
Lrny r d, yers b past,  
I nt I ma giv fr evry da,  
Ech good account at last.

Also, SOM STPS FR LITRRY REFORM, as,

1. Obsrvations on the Old Alphbt.
2. A Mmorial to Congr, on Rforming the Ritng of English.
3. Thre dfrat dgres of Rform.
4. A Remodld Alphbt of 23 Old Ltrs, & 17 Nw, 40 in al,  
one fr ech sound.
5. Tn Redng Lsns in the Nw Alphbt.

BY EZEKIEL RICH,

A Minstr of the Gospl, & an Educatr, of Rochstr, N. Y.

ROCHESTER:

Printed by Shepard & Reed, over 20, 22 & 24 State-St.

Nw Con-  
smts.

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Undr the ltrs,  
old r nw, ar plasd the  
nams & apropriat  
sounds—40 in al.

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Old Ltrs { a b d e f g h y J k l m }  
 ae be de e fe ge he ie je ke le me

Nw.

Nolj & Vrtu: Librtty & Hapns.

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 A NW, SLF-SUPORTNG SYSTM

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How doth the ltl busy be,  
 Improv ech shining our,  
 And gathr hony al the da,  
 From evry opang flowr.  
 How skilfully she bids hr sl;  
 How neat she sprds the wx  
 And labrs hard to stor it wl  
 With the swet fod she maks.

INDUSTRY.



ONR, & PLNTY.

In wrks of labr r of skil,  
 I wud b busy to,  
 Fr sath finds som mischf stil  
 Fr idl hands to do.  
 In boks & wrk & hitful pla,  
 Lt my first yers b past,  
 That I ma giv fr evry da,  
 Som good account at last.

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## TO THE REDR, CONSRNNG A NW ALPHBT & ORTHOGRPHY.

The much mor on this subject is sd ner the clos of the bok, se paj 213; yt *something* shud b sd hre. Fr varius resns I hav plasd, as a bordr, on the titl-paj, my remodld alphbt of 40 ltrs, 23 old & 17 nw, as good ones *to do fr the prsent*, as I culd obtan without the xpns of nw typs, ech havng its nam undr it, as ner its sound as posbl. I hav fr euphony & conveniens altrd som of the old nams; & the *shaps* of *i* & *j* to sav the troublsom dots; & that of *t* also in ritng, to sav the top-cros. The nw ltrs, 11 vowels & 6 consonnts, ar plasd by thmslvs, aftr lrrng which, yu can read in the nw alphbt.

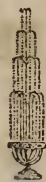
In my projet fr reformng the ritng of our languj, *I tak.thre stps*. 1. Throwng out the usls ltrs, as, by difnt dgres, in this bok; 2. Introdusng-my nw alphbt; 3. Usng othr carettrs & abrviations.—Fr ilustration se the folowng sntns put down with the sam wrds, in four difnt shaps, the ltrs in ech being numbrd.

*The old mthod.*—Well, neighbor Hughs, I have the greatest pleasure in observing that your cough is less, and that you breathe easier; therefore be much encouraged and cheered. 129 ltrs.

*First stp in rform.*—Wl, neibr Hus, I hav the gratst plsr in obsrvng that yur cogh is ls, & that yu breth esier; thrfor, b much enrjd & cherd.—91. Hre 38 ltrs, which hav bn a brdn & a clog, ar, without injury to the redng, thrown out; much ovr  $\frac{1}{4}$ .

*Secnd stp.*—wl, nabr huz, y har L gratst plbr 3n qbsrv. 1. At yur kaf 3z ls, & 1. At yu breL ez3r; Lrfor b mæc enkrd & cerd. 78.

*Thrd stp.*—wl, nabr huz, y hv L gr plbr 3n qbsrv. 1. At yr kaf z ls & 1. At u breL ez3r; Lf b mc nkrjd & cerd. 63. In this short sntns, 66 ltrs, which hav bn a vast evil, *mor thn haf*, ar prevntd!



The Strngth &  
Majsty of



Good Lrrng &  
Good Caretr.



Entrd acrdng to act of Congr, by EZEKIEL RICH, of Rochstr, in the yer 1848, in the Clrks Ofis of the Dstret Cort of the Northrn Dstret of Nw Yrk.

## RCOMNDATIONS.

This book contains things new and interesting in the concerns of Literature and General Education, and we wish it to be read and thoroughly considered, especially by parents and all other teachers. *Rochester, N. Y. 1848.*

N. E. PAINE, Esq., Pres't of  
City Board of Education.

A. MANN, Esq., Edtr of Daly  
Amren, late Pres of sd Board.

A. G. HALL, Pastor 3d Pres-  
byterian Church.

C. DEWEY, D.D., Principal of the  
Rochester Collegiate Institute.

S. SEAGER, late Principal of the  
Genesee Wesleyan Seminary.

JAMES B. SHAW,  
Pastor Brick (Presb.) Church.



## P R F S.

I dsin to throw out from this bok *al usls ltrs*, embrasng *most* of the silnt ones, *mny* that ar vry obscur, & *al that ar implid amidst othrs*.—Mny ltrs in thmslvs without sound must, in this frst staj of rform, b rtand to inform us how othr ltrs ar soundd, as *a* in boat, *h* in liht, & *e* in surely. In this last wrd the silent *e* is nesry to tl us that the *u* is long, & that the *s* has the sound of *sh*.—I shl use non of my nw ltrs til I com to the sd redng lns ner the end of the bok.—I shl employ *r* fr *or*, *nr* fr *nor*, & *fr* instd of *for* ; thn fr than, & thr fr their.

*J* is usd fr voel *g*,  
So is *s* fr hisng *c*.—

I omit *e* twis in *these*.—Yu wil fr the prsnt find both me & my printrs transgrsng, in mny & difrnt cases, *my own ruls*, shoing the dfeulty of quitng, at ons, *old habits*. But I am amng at prfct conformty to the ruls of this frst dgre of rform, consistng in throing out al usls ltrs. Yu wil find me near this in the thre last lcturs, & the sd Esa.

Erly in my last yer at Colj, mor thn 40 yers ago, I bgan to realiz the nssty of a radely improvd systm of education, espshly fr femals, & of cors to look around, & cast abrod, fr fundmntl prinspls & artcls fr such a systm. Ths erly imprsons, afr so mny yers of ocaseonl clos thot & anxius xprmnt, amidst mny othr cars & labrs, & a host of intruptions & sver afflictions, hav at last rsultd in the production of this bok, & this nw & peulir systm of education bfor yu.

I am not so vain, howvr, nr so ignrnt of mn, nr of the caution of Anglo-Saxns, & Anglo-Amrcns, as to imajn they wil jnrly adopt of a sudn ethr of my chef radcl projcs, the minr, *litrry*, & the othr, *educationl*. But I hav a strong conjctur, that as liht shl increas, the jnrl good soht, resn & crj prval, evry ajtation & strugl fr radcl improvmt wil dret the bias of the publc mind tords the main provisons of both ths projcs. This sustans me in my hard labrs, & the cruel nglet & drison, scorn & prsecutions which hav bn almost daly my bitr portion. Howvr I dsir & evn hope that the bok wil b atntvly rd, & canddly & thruly considrd by parnts, & othr techrs, & frnds of Jnrl Improvmt, as rqustd by som eminnt mn.

## THE TITLS, CONTNTS, & INDXS OF THE THRTEN LCTURS.

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### LCTUR I. INTRODUCTRY.

THE FORMATION OF CARCTR FR USFLNS, ONR & HAPNS THE OBJECT OF AL EDUCATION, Paj 9. The morl qualts of this caretr, 10. Its stablty & symtry, 15. Its efisnsy, 16. Its wrth, 17.

### LCTUR II.

THE ORJN & PROGRS OF THIS SYSTM, 19. Som peulir insdnts of my lif produsd its chef prnsp̄ls, 19. The objes amd at, 22. *Three distinct mods of apling the Systm*, 23. The frst atmps at the union of orl instruction with productiv labor, 24. Rslt of six yers xprmnt, 24. Tstmonials, 27.

### LCTUR III.

ORL INSTRUCTION.—Languj in jnr̄l, 30. Posbl mods of languj equl in numbr to our xtr̄nl snss, 30. The superir advantjs of orl instruction, 31. The compar̄tv efisnsy of it, 32. Stil ltrs ar of imns use, 33. But childrn shud not b hrid into them too soon, 34. Lov to orl instructions is a deep prnsp̄l in humn natur, 34. Facs statd, 34. Propr mnr of using orl instructions, 35. Unitd with labr l̄ns fatig, & incress the rapidty of both, 36. Mals shud hav btr pr̄paration fr the compny of industrius femals, 38. But this union of labr with lr̄ng shud not b constnt, nr too much, 39. Spsife profs of the bnfits of this union, 40.

### LCTUR IV.

THE VARIUS ADVANTJS OF THIS SYSTM OF EDUCATION, 41. It has du rgard to proportion, 42. It ads to real str̄ng lif, & to physcl efisnsy, 43. Its *gnr̄ls* agmnts its wrth, 43. It fits its subjes to tech & educat othrs, 45. It is the only systm which can b purly dmocrate, r rpublen, 46. Its nssry mods of livng incres its valu, 47. It tnds to prvnt among yung pepl, id̄l & cruptng convrsation, 48. It is foundd on the dictats of natur & the Bibl, 48. It gvs op̄rtuntty to yung pr̄sns to gt into the bus̄ns fr which natur & Prov̄dns dsind thm, 49. It embrass the valubl parts of othr systms, 49. It is peculiarry a chartbl systm, 50. It can b esly put in op̄ration, kpt good, r discontinnd, 51. It has a vry awakng influens on the mind. 51.

## LECTUR V.

THE APPLICATION OF THIS SYSTEM PRICELRY TO FEMAL EDUCATION, 52. Dfcs in the formr & usual mthods, 53. The xpnss too grat fr the mas, 53. The tim alowd too short, 55. Falir in domestic phylosophy, houshold afars & many importnt femal trads & occupations, 56. A rgulr cors of femal education fr elvn yers markd out, 56. Domstc matr, daryng, &c., frst introdusd into public xamnations, Oct., 1836, 62. The physcl dprtmnt has bn nglctd, 62. The old mthods of librl femal education ar liabl to ras too hi xptations fr this lif, in the minds of yuth, 63. They hav not produsd sufsnt frmns & stdns of purpos, nr stablty of carctr, fr this chanjng wrld, 64 & 65. They hav not ld to improvmts, nw invntions, & usul projcs, 66. But al ths dfcs find thr rmdy in this systm, 67. My own mothr & my fostr-mothr, 68. This systm of education keps woman in hr propr sphr, & ther maks hr usul, onrbl & hapy, 69. Its birth-plas ;—its ams & ends, 69. An ode on femal improvmt, 70.

## LECTUR VI.

THE DOMSTC FASON OF THIS SYSTEM, 70. The orjnl & consttution of famls, 71. The varius domstc ligamnts, 72. Mukind shud al b gathrd into isolatd & wl-ordrd famls, 73. No systm of asosiation that dsallows the sacrd & rlijus ordnns of marj & isolatd famly condition, subordination, & education, is foundd in the natur, stat, & carctr of mn, nr is dstind to ethr prosperpty r prptuety, 73. The strems of sxual vis can b stopd only by proprly prparng yung femals in thr education fr erly marj & subsqunt habitual & hapy dwlng with thr husbnds, 74, 75. Ordrr in a famly rquires a hd, 76. The chef femal r mothr, is also of vast importns, 76. Hr propr carctr, 77. Hr apropriat busns, 77. Som infrns from what is abov, 78. As this systm is of domstc mold, it is prpard to produs domstc improvmt, espaly in govrmt, rlijn, manrs, languj, & busns, 79, & onwrd.

## LECTUR VII.

THE DOMSTC PRPRATIONS & INTRNL MANJMT OF AN INSTTUION UNDR THIS SYSTEM, 84. Fr femals only it shud hav thre distinct locations : the six frst yers in the cuntry ; the thre next, in a larj vilj, r in a sity ; & the tw last, ner som rspctbl & wl-rgulatd colj, 85. Fr both sxs, a farm, & the intrnl aranjmnts & econmy fr a hndrd inmat pupls only, dividd into fiv class r famls, ar nssry, 85. Sabth aranjmnts & busns, 88. Dvotionl muse, vocal & instrumntl, shud be much usd, 88. Rrcration, rst, mels & famly wrship, 88. Clothng & lojng, 89. A propr systm of diettes,



90. A regulr cors of lrrng laid out, 91. Mutual instruction, 91. Economy of tim & labr, 92. The nssty of a radcl remodng of our alphbt & orthogrophy, 92. Only one knd of lrrng at ons in the sam rom, 93. Propr tretmnt, by the pupls, of parnts & of ech othr, 93. Propr dspln from just motvs, 94.

## LCTUR VIII.

THE APLCATION OF THIS SYSTM, ESPLY TO MAL EDUCATION, 95. As the difrnt sxs wr made fr ech othr, & ar dstind to dwl togethr, they shud b educatd togethr, 95. Al mals of our ras ned the varius fruts of a good, vrtuous & efisnt femal influens in the formation & prsrvation of caretr, 96. Dfisnss in the old systm of mal librl education, 96. On acount of its xpns, the midl & ls opulnt class hav in grat msr bn xcludd, 97. Ther has bn grat dfisnsy in the physcl, morl & ornmntl dpartmnts, 98. Dfisnt in self-education & self-drection,—fr weit & stblty of caretr, 101. Do not allow tim enough to form good & prmnt habts of thinkng & actng, 101. A regulr cors of mal-education fr elvn yers, markd out, 102. Thr has bn grat lak in the afars of jurl nolj, periodcl redng, & educationl jurnyng, 105. Also, in the politcl consrns of a rpublen nation, in sivilzation, the rlations & obligations of lif, in the propr tretmnt of femals, of a famly, & of the publc intrsts, 105. Al ths dfisnss, hre find a rmdy, 106.

## LCTUR IX.

MTHDS OF TECHNG IN THIS SYSTM, WITH SOM SPSMNS, 106. Much orl instruction is usd, 107. Evry thng taut is made plain & esy, 107. Languj taut erly, much, & acurtly, 108. This systm combins the varius good, naturl, ratiofl, usful mens of gvng & rsevng instruction, 109. The manr of instructng the fiv dfrnt class, with varius spsmns of techng, 110–117.—Note. The rmanng four leturs ar composd of xtracs from my bok of isolatd rmarks on matrs within the provns of Education.

## LCTUR X.

ISOLATD RMARKS: Man a cretur of education, not of mer instinet, lik othr anmls; techrs ar asistnt parnts; the frequent chanj of techrs a grat evl, 118. The use of orl instruction wud ras the caretr of techrs, 119. Svn othr grat evls to b rmovd. This systm promots diljns & enrj of caretr, 120. Voluntry scols miht b formd in any plas, 121. Outlins of a selfsportng smnry, 122. In this systm, musc is a grand afair.—This systm corects mny educationl errs, 123.

## LECTUR XI.

ISOLATD RMARKS, CONTINUD. An education fr livlhod & usfules in a fre rpublen cuntry, is frnsd. Bgin sml & incres to a hundrd only, 128. First mod of the systm, a substtut fr comn scols, 129. Vry wl agrees with agrcultur, espaly in hi lattuds, 130. The yung shud erly lrn the bnfit of thr own industry. Intelctual education, 132.

## LECTUR XII.

I OLATD RMARKS, CONTINUD. The quicnng powr of siens, Jui Story, 140. Pepl of influens in rpublen sosiety, shud xamn this suejet.—It mit b wl to hav an infnt dpartmnt, 141. Yung childrn shud b taut real noli itslf, rathr thn mer prpration fr it, fr which they se no use, 142. Mthods of techng ar introdusd, by which, *with haf the usual xpns, dubl the usual profit* is produsd, 144. Comparv estmat of the xpns of the old comn scols & the first mod of this systm, 145. A ls xpnsv & an improvd systm of eucation vry nesry, 146. Simplisty of diet, r the Graham systm, 147. The menng of the phras, *Jnrl Education*, 148. A nw systm of clothng & of lojng, 149 & 150.

## LECTUR XIII.

ISOLATD RMARKS, CONCLUDD. Matr of a farm & bildngs, 151 & 152. Prprations fr domstc economy, 153. The barn & wod-hous, 154. The chf objcts of the authr as an educatr, 155. Varius itms in rlation to education. Do not undrtak to stint, r chet, r dfrad natur, 156. Al yuth shud b instructd in the chf prnspls of naturl & politel law, & to slet thr profson, 157. Cloistrng yuth; liht redng, 158. Manrs of femals in opn sosity; dlet languj, 159. Xtrnl acomplshmnts; espaly in walking & singng, 160. Grat mn not alwas saf guids. Evry mind has its viss. Unmarid techrs. Bawar of dlusion. Lt studnts b abstemeus, 161. Our felngs oprat qukr thn resn, which somtims produss stranj events. Our languj on mny subjes is vry baren, 162.—*A closng adrs to the frends of thr cuntry*, 163.

## AN ESA,

Aplyng the forgong systm in its chf prnspls & provisons, to a Jnrl Stat r National Unvrsty, embrasng the varius dpartmnts, branches & stajs of a jnrl, librl & profsnl education, fr both sxs.

## CONTENTS &amp; INDEX.

Physel & morl education, 164. Intelctual & ornmntl. THE INFNT STAJ, 165. THE PRIMRY STAJ, 166. Complants aganst the old comn scols, 167. The dfinnsy in quanty and qualty, 168. Bad

things in the old comn scols, 169. The Authr is frendly to what the comn scols *shud* b, 169. In this aj of liht, al thngs shud b ovrhald, 170. Chanj produss mntl enrj, 171. Jarl education is a parntl busns, 172. Natur & xperiens sa so, 173. Resn & the Bibl sa the sam, 174. What ss good comn sns, 175. Som xpostlation, 176. Whns coms, *in fact*, the main avalbl education, 176. What is the riht & authrty of the Stat, 177. The primry staj miht b wl substtutd fr the prsnt comn scols, 178. Dlingunt parnts, 179. Scol-dstres, 180. Scol-houss & thr aprtnuss, 180 & 181. Furntur fr scol roms, 182. Qualfcations & busns of techrs, 183. The formation of scols undr this systm, 184. Propr mthods of instruction, 186. The nessry scol boks, 187. THE CLASC STAJ with four dstnct grads, 188. THE PROFSONL STAJ & DGRE, 189. Xam-nations & rewards ;—the Stat shud encurj the production & use of propr boks ;—sndng childrn abrod fr education, 190. This systm givs a plan for a *Unvrsty*, answrng to its nam ;—an adrs to the good sns & felngs of al that ar intrstd, 191. The authrs consrn fr jarl improvmt ;—ISLTD RMARKS ;—evry Stat neds grat educationl r-form, 192. This project is a good stat r nationl organization fr education ;—signfcation of the varius dgres, 193. The busns fr ech of the fiv grads in the primry staj, 194. Xtracs from the closng part of an adrs to a dstingushd Amren Sitzn, 195.

RMARKS on the old alphbt, r the comn signs of our 40 primry sounds, tgthr with the 217 dfnt dscovrd mthods of xprsnng thm by soundd ltrs, ech liustratd in a wrd, 197.

The Authrs Mmorial to Congr on rformng the ritng of our languj, Feb, 19. 1844, abrijd, 204.

A radel improvmt of the oculr rprsntation of our spokn languj, 213. The remodld alphbt acordng to comn aranjmnt, 214. The sam in philosophel aranjmnt of fiv class, 8 in ech clas, 215. Matr rspectng diphthongs & corlty vowels, 215. Thre stps r stajs of rform agn statd & ilustratd by a longr sntns takn at hap-hazrd, 216.—Tn lns in the nw alphbt fr xrsis & comparsn, 217.—A finshng adrs on this subjet of rform, recomndng strongly a consrt of plan & action among projectrs, 220.



# THRTEN LCTURS,

ON A NW SLF-SUPORTNG SYSTM OF JNRL & LIBRL EDUCATION.

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## LCTUR I.....INTRDUCTRY.

*The only Propr Object of al Education;—the Just Formation of Valubl Carctr.*

Erly in lif, I bgan to realiz grat dfcs in the prvalng mthds of education, & the nssty of som systm, afordng gratr fasiltys to the ls wlthy class, espshly of femals, embrasng vry radcl improvmnts fr the formation of physcl & morl, intltual & grasful carctr;—fr the mor esy, rapd & usful aqusition of jnrl, solid & librl lrrng;—fr the aplcation of such lrrng to the varius consrns of lif; one inded far mor xtensv thn usual; & one, in fine, opn to al, by embrasng the prinspls & mens of *slf-supt*. The practcblty of such a systm bgan, in Autum, 1830, to aper to me probl, & I hav sinse bstod on it much thot & xprmnt. Durng six yers, I endvr'd in an Infnt Smnry, to tst its mrts in al its thre dstinct mods of aplcation, & to prov it wrthy of the rgard & aprobaton of al truly rpublen & librl-mindd pepl, & *with vry dsirbl succs*,—tho on mny acounts, *in a vry unfavrbl location*.

My chf dsin in this lctur, which is itroductry in a cors of 13, on this subject, is, to xibt the only ljtmt object of al education,—*The formation & prsrvation of carctr fr usfulns, onr, & hapns*. This is the ocason of the vast afars found in its provns,

of the intns intrst it xcits among mn,—& of its mity consrn with patriots & statsmn, phlanthrpsts & cristians.

As a startng point, & moto in the dscuson of this sub-  
jet, I wil quot Pauls Episl to the Philipians, the 4th chaptr, &  
8th vrs :—*Finaly, brthrn, whatsovr thngs ar tru, whatsovr thngs*  
*ar onst, (& onrbl,) whatsovr thngs ar just, whatsovr thngs ar*  
*pur, whatsovr thngs ar lovly, whatsovr thngs ar of good rport ;*  
*if thr b any vrtu, if ther b any pras, think on ths thngs.*

This enumeration of good qualts, toghtr with the afctionat &  
powerful apel, contan the fundmntl & substantial parts, the bon  
& must inded, of this carctr.

As we find ourslvs endowd with actv & groing powrs, frnshd  
with sosl naturs, & plasd in a sosl stat,—al graspng aftr  
prsnt good,—al possd of hi xpectations fr the futur, the qustions,  
How shal we sek sucsfully fr the prsnt, & finaly enjoy the  
objes of our hopes, ar truly of no lilt consrn. Whovr thn wil  
gv a just ansr to ths inquirs, & lead the wa by xampl, is inded a  
frnd of his cuntry, & a frnd of mnkind. But he wil most surely  
deklar to yu, that al which avals fr the prmnt bnft of the ca-  
pasus, groing, & imortl mind of man, is found alwas & in plnty,  
withn the limts of good and efisnt carctr, & *no whr els.*

In this dscors, I intnd to anlyz this carctr, & prsnt to vw its  
varius esntial parts, in thr spsific naturs, & mutual rlations.  
This I shal endvr to do by dscribing *its morl qualts, its stability,*  
*its symtry r just proportionalty, its efisnsy, & its wrth.*

Its pur & lovly morl qualts, consist substantialy in an onst  
& jnrus dspstion tords al beings with hom we sustan any rla-  
tion. One thng then esntially fundamntl, is to tret the Dvin  
Being acording to the dictats of naturl obligatn, *r simply, to*  
*rndr to him his rits ;* as 1. His rit to b knon & aknojld. He  
has made us capbl of ganng nolj of himself, & gvn us the mens  
of knong him, which ar the Bok of Natur, the Bibl, & his Prov-  
dns,—al clerly xibtnng his xistns & prfctns. Now God must  
b knon, that he ma b lov'd, srvd, & wrshpd. Hns the rqusition,  
Aquant now thyslf with him, & the wrds of Jesus, in his prar  
to the Fathr, And this is lif etrnal, to kno thee, the only tru God.

2. God has a rit to our suprem afctions. By his wrks & his  
wr'd, he has shon himself prfctly bnvolnt & riteus ;—of cors  
supremly lovly. Thrsfor, we shud lov him mor thn any othr  
objct ; ya, mor thn al othr objcts. Hns the resnbles of the frst



grat comand of the morl law : Thou shalt lov the Lord thy God with al thy hart, with al thy mind, & with al thy strength.

3. He has a rit to our snser & spiritual wrshp, & bihst vnration. He is supremly grat, as wl as supremly good. Ths tw atrbuts togthr rndr him supremly vnrb l & glorius. Hns that detat of natur & rvelation ;—Wrshp the Lord in the buty of holns ; fer bfor him al the erth.

4. God has a riht to our confdns & submison. He is the Creatr & onr of al thngs, & has the abilty & dsposition to do what is riht, & what is on the hol bst. He can nvr er in hart r jujmnt. We, & al we hav, ar his proprty ;—& has not he a riht to do as he wil with his own ? & shud not we consed to him this riht ?

5. Our good, & grat, & riteus Lord, fr our past msdeds, has a riht to our pntns, our frank conssons, & our slf-abasmnt. Afr violatng our obligations, surely nothing ls thn this is onrbl in us, & *du* to him. *He thrfor cals upon us, & upon al mn evry wher, to rpnt, & do wrks meet fr rpntns.*

6. It is Gods *du*, that we thankfully acspt of his blovd Son, as our techr, king & savior. Surely this wud b no mor thn a resnbl, rspctful, & sivil rtn fr this unspekbl gft. Hns the propriety of that inspird saing, He that blevth on the Son, hath evrlastng lif ; he that blevth not the Son, shal not se lif ; but the rath of God abidth on him.

7. God gav us our faculsts & our tim, & of cors, he has a riht to thr propr use in his srvis. Hns it is ritn, Him only shalt thou srv ; also, Whthr thrfor ye et r drink, r whatsovr ye do, do al to the glory of God.

Ths svn dstinct artcls comprhnd the chef of Gods rihts in relation to us, & they do nssrly involv corspondng obligations on our part, which we must consientiusly fulfil, if we wud form & mantan a good & wrthy carectr.—But, this is the substns of al tru rlijon, & embrass whatvr is wrthy of the al-prfet, the evr blsd, & infalbl God *to requir, & complasntly to rsev*, of his entrprisng & acountbl ofsprng, the profsion, the practs, & the dfns of which, ar by no mens unwrthy of any creatd beings, howvr elvatd & magnanmus. This is that branch of carectr, which fr sak of dstinction, we ma cal *rlijus moralty*.

To form & mantan this carectr, it is esntial also that we fel terds our felo-mn, & tret them, as we ot ;—r, that we lov thm

as ourslvs,—that we alow thm thr rihts,—that we tret thm as we wud b treted ;—in fine, that we b not only just tords thm, but also sivil, jnrus & chartbl,—that we do good to al mn, in al thr varius intrsts, as we hav optrtunty.—This is that branch of moralty, which we ma cal sosl, & which implis a dspsition to fulfil thos obligations which naturly rsult from our sosl naturs & rlations.

This carectr also contans *prsnl moralty*, constng in a just & propr *slf-tretmnt*. It dsalows of thos afctioms, sntmnts, dsins, wrds & actions, which ar unsutbl & rong,—which rndr us usls, unwrthy, & misrbl, & rquires thos which ar sutbl & riht ;—which ras a prsns real strlmg wrth ;—which plas him on elvatd ground & caus him to do real, lastng, substantial good to *himself* as wl as to othrs. Thos possd of this carectr, wil bwarr of dgradng & injrng thmslvs by dset, fraud, intmprns, idlms, lwdns, r any impur & hatful vis, & wil practs thos vrtus aludd to in the txt, *which ar pur, onrbl, lovly, & of good rport*. It also plass a watchful y on ones own prsnl rihts, & alows not, without nssty, propr snsibilty, & obediens to the prespts of the gospl, iniquitus & oprsv encrochmnts.

To fulfil ths morl obligations, prsnl, sosl, & rlijus, is no smal matr among morl & sosl beings, & shud wakn the felngs, & inspir the enrjs, of al ho hav any influns on the carectr of scsity r in frmng that of the yung.

Svilty, & a good wrldly economy, r sculr manjmnt, ar of so much consquns undr the hd of morl qualts in good carectr, that, afr this vry bref & jnrl srvey, they dsrv, & dmand hre, som mor dstinct nots & dscuson.

Svilty has rlation chefly to othrs ; but in som msr also tords ones slf ;—mainly howyr tords slf, as slf stands conctd with othrs. Afr this jnrl rmark, I wil gv yu som prticular dscrition of svilty, as an importnt ingredient among the othr qualts esntial in the formation of good carectr.

1. It embrass both dignty & es, proprly blndd in our comm dportmnt. In this compound ther shud b as much dignty as can b worn without aperng hauty & forbidng, & just so much es of manrs as is nssry to gv sufisnt gras to dignty, without hidng r dthronng it.

2. Svilty rquires propr rspct to othrs of whatvr aj, station & condition in lif, manfstd on al ocasons by the naturl signs

of sinsrty, & by propr motions, languj, tones, & othr tretmnt.

3. It avoids al smal ofnss, & litl dsagreabls, dsgrstng, inconvenient & injurius to othrs. Grat ofnss ar cald crims & misdmenrs;—smal ones, ar with propriety cald *insvills*.—Ths, howvr, ar contrry to the sccond grat comand of the morl law of God, & rndr pepl vry unacsptbl in dsnt & wlbrd sosiety.

4. It rquires us to b evr redy, in a plsnt & rspctful manr, to rndr to othrs numrus litl favrs, & kind ofiss, & to rsev the sam from othrs with propr notis & rtrns. Grat favrs & kindnss, espsly tords the nedy, ar with propriety cald charits; but the mny *litl* favrs, kindnss, & acomodations tords *any* body & *evry* body, as ocason ofrs, *ar cald svills*, & rndr pepl vry plsnt asosiats, & vry wlcom & acsptbl in good & improvd compny. Svilty thrfor posses the xtrnl manrs, the ornmnts, the in thousnd smal agreabls of cristian bnvlns.

This branch of caretr, so lovly in humn siht, so sofng & rfinng to the rugd natur of man, so productiv of plsnt intrcors in the sosl stat, shud inded form a vry mterial part of erly education,—shud b inrot into the vry consttution,—shud gro with the groth, & strngthn with the strngth, that it ma b evr *in* us, & *about* us, *alwas at hand*, to produs its dmulsnt influens upon the felngs, the manrs, the morls, & the jurl condition of al within its atmospher,—prvntng al ocason fr an ofiss, ofnsv, & rdiculus afctation.

A good seculr econmy, r wrldly manjmnt, tho implyng much xrsis of the facults, has som consrn also with the hart, & is thrfr includd among the morl qualts of good caretr. It consists in a just, onrbl, & dsert aranjmnt of our seculr afars fr our own bnft, & that of othrs ho ar in any wa r mesr consrnd,—a du dgre of nolj & skil in som one kind r mor, of honst productv busns, & the habts of efisnt industry;—al fr both prsnl, domstc & jurl wlfar.

It also includes a du nolj of the wrld, espsly of mnkind,—of just, acomodatng & profitbl intrcors & delng with othrs, at hom & abrod, & of sivil govrmt, espsly our own. It also rquires, that we kep one da in syn fr sacrd rstng, & fr undstrbd atution to rljus rits & ordnss. Ths ar matrs of no litl consquns in rlation to the prompt & fathful dscharj of our mny dfrent obligations, & to the onr, usfulns, & hapns of individuals,



famls, & larjr comunts. Ntwithstandng the fitns & nesty of this, as an objet of evry morl sns, & as the foundation of prsnl, dmstc, & publc vrtu, wlth, confdns & joy, it has, as yt, bn gratly ngletd by parnts & othr techrs, & made almost no part of an erly education, espsly as an artel of cristian morls. Of cors most of our yuth ariv at mnhd, & go forth upon the staj of indpdnt action, dolfuly ignrnt of this vry materal branch of a jnrl, usful, & complet education. Lt no parnts then, nr techrs,—no patriots nr phlanthropsts, rman unmindful of this too long ngletd matr.

In this conction, prhaps, it ma b propr to mak a rmark r tw, *on the powr of habt*. Abundnt & corct nolj, & evn prinspls, ar of litl use, unls redusd to practs, & this practs b made esy, prmnt & efctv by habt. An education aquird at vast xpns, &, in othr rspcs, frst rate, oftn beoms infisnt, & somtims evn usls, r wrs, by want of habts of riht & propr action, establshd in erly lif, acording to a rgulr cors of dsplin, & undr the suprintdns of som kind, skilful, fathful, & enrite frnd & tutr. Yu canot sally trust a prsn, til yu ar awar, not only of his abilty, nolj, & sntmnts, *but also of his habts*. Ths whn ons formd & confrmd by daly practs in lif, becom lik the strong powrs, prinspls, & ligmnts of natur. Yu miht almost as wl undrtak to brak the fors of gravtation, r chanj the lprds spot, & the Ethiopians skin. Lt al then ho hav any consrn in rasing anothr jnration, lok wl to the matrs of habt, & alow thm du influns in thr felngs, thr plans, & thr daly manjmnt. What a vast amount of tmptation, vis, dgrdation, mntl conflict, & misry, wud this prvnt! Mny fr thr erly formd bad habts, hav crsd thr own xistns, & cut short thr own rtchd & misrbl livs. But blsd is he, r she, hos erly habts ar good.

The nxt thng to b notisd in this caretr, is its *stabilty*. By unitng in itslf good morl prinspls, solid & xtensv lrng, a sound jujmnt, & a dlibrt curj, banshg a puerl vrstilty, & a natv fiklms of mind, it beoms grav, grand, & prmannt, lik the mountns. This is that part of caretr, which, in unson with good morl qualts, produss rspct, confdns, & succs. Thrfor, sd Solomon, Mdl not with him that is givn to chanj; & thrfor, sd the dyng patriarc Jacob, rspctng his eldst son Rubn, Unstabl as watr, he shal not xsl.

This career also possesses a beautiful symmetry, & just proportionality. It avoids unnatural protuberances,—needles & unpleasant eccentricities in manners & opinions,—mysterious inconsistencies,—& sudden & unexpected variations, from one extreme to another. It presents each of its qualities in proper place & size, implies a well-balanced mind, & in all things seeks a temperate & happy medium. This part of good career, like stability, gives to a man dignity & worth, & has a solid foundation for our & prosperity.

But to form & establish these valuable qualities, a long course of the early years, should be spent according to the provisions of this new & peculiar system of education, in the same institution, or similar ones, & under the superintendence of the same or similar guides. Let no friend of our race then, especially of the female part, pass lightly over these two last items; for without them, all other qualities are of little use, & can never form a worthy career.

We now come to an article of high importance in this discourse, which is *the power* of this career. This adds much to all the other valuable ingredients. It consists in ability to plan & execute, & that too amidst difficulties & strong embarrassments. This attribute of career is doubtless founded in nature; but is brought forward, improved & rendered productive, by a *journal education*, & the *proper acquisition & use of wealth & influences*. Let each of these now receive your diligent & impartial attention.

By *journal education*, I mean that which relates to the body, as well as to the soul; to the various internal senses, as well as to the mental powers; to the many relations & duties, occupations & trials, privileges & enjoyments of people in common life, as well as to literature, the sciences, & the liberal & ornamental arts. It admits of division into various distinct branches, according to the various departments of our nature & condition, each of which demands a separate consideration.

1. *Physical Education*. This has respect to our material & animal nature,—to that, however, more especially, as the habitation & the agent of the immortal spirit. & the medium through which it exhibits itself, & receives & communicates notions & sentiments. Education in this department, consists in the improvement & application of the corporeal organs & faculties, & the discreet use of the appropriate means for the health, growth, comfort & vigour of the bodily system,—including just attention to diet, sleep, clothing, air, cleanliness, temperance in all things, & the exercise of its many different powers, in the daily performances of proper & useful business. The chief objects of this branch of education, are



to render the body a well-proportioned, a comely, a substantial, & enduring dwelling place for the soul;—a safe, easy, & erect medium for its own manifestations & intercourse with other beings & objects, & an efficient instrument of usefulness & happiness.—But, if the body, & the animal nature, alone be educated, the man grows up a mighty savage, such as Nimrod, Agag, Goliath, Polphemus, & many a huge athletic chief of untutored tribes.

2. *Intellectual Education.* This consists in occupying, displaying, & directing the mental faculties & capacities; in storing the mind with various & valuable notions; in properly distinguishing, arranging & preparing this notion for journal, incidental & professional use; & finally, in forming good mental habits.—But this physical, & this intellectual education alone, may render a man, *à la* him, a mere brute, united with something like the Biblical account of an apostate angel, such as Can & Alexander, Saul & Mnaseh, Hrod & Nero, & many great ones, who have appeared in more modern times. Hence, as human nature is, these two kinds of education, by themselves alone, are not only useless, but vastly worse than useless, & of course are undesirable.

3. *Ornamental Education.* This consists in the cultivation & use of the various finer senses of our nature, which occupy a station in a complicated system, lying between the grosser senses, & the senses called moral;—such as those of beauty & harmony, congruity, order & propriety, novelty & curiosity, sublimity & grandeur. It implies much exercise & improvement of the imagination & the mental taste. Its objects are the notions & practices of the fine & liberal arts; of easy, polished & elegant manners, or such as are originally pleasant & agreeable to the primitive & uncorrupted senses & feelings of human nature;—of the common, innocent, & decent fashions & manners of enlightened society;—of pleasant conversational and epistolary accomplishments; & of polite literature in journal.—But this ornamental education, however desirable in connection with the other branches, is not, by itself, sufficient to ensure good character: but it often results in dissipation, idleness & dissipation;—producing vice, impure & worthless, though fascinating characters,—such as are often found among performers of festive music, among opera dancers & other theatrical artists.

We therefore now come to the last & most essential branch of education,—one vastly important in itself, & one which gives unspeakable value to all others. This is,

4. *Moral Education*, which implies the cultivation & right direction of the natural sympathies & the moral senses, such as

thos of dignity & meanes, honour & shame, of right & wrong. It implies also the formation, & firm establishment, of good moral principles in the heart, & finally the application & use of the whole in the various relations, obligations & business of life; thus completing a good & harmonious moral character, founded on the principles of nature & reason, good sense & the Bible; & is rendered useful, honourable, & lasting by the conservative power of habit. This branch of education sanctifies, directs, & employs to good account, all the others; & in connection with them, renders men like Abel & Enoch, like Noah & Abraham, like Joseph & Samuel, like Elijah & Daniel, like John & Paul; yea, moreover, like Gabriel, like Jesus, & indeed like God. Let it then, by all educators, be treated as its importance demands.—Now, does not this *General Education* give vast energy to character?

The second thing which gives force to character, is the proper acquisition & use of wealth. This proper acquisition implies, that it be obtained honestly & gradually by virtuous industry & economy. By coming too suddenly, or too abundantly, or too easily, or by dishonest means, it usually produces weakness instead of strength. To be the most permanent & beneficial, it should, by our own honest & honourable efforts, increase in just proportion to our capacity for the quiet management, the temperate enjoyment, & such prudent & benevolent use of it, as is conducive to both public & private good. Such wealth is power, & a very good thing in the hands of good men, & good women.

The last thing to be named as giving efficiency to character, is the proper acquisition & use of influence. To obtain influence properly, we must endeavour so to serve the real & acknowledged interests of our fellow-men, that they will see, & feel, & acknowledge our usefulness to them, & thus be led to confide in us as their benefactors.—This influence is properly used, when properly employed for the public purity & peace, wealth & happiness, with no insidious designs on the rights of others. But let all here be warned to be on their guard against the spirit of domination, & oppressive ambition, which are very common among men.

*The worth of this character*, which is the only just object of all education, may now be told; & shortly in view of the description given of its various parts, it is easily told: As,

1. It makes all who possess it, *truly useful*. It causes them with good design to endeavour to forward the interests of their Maker, the well-being



ing of thr felo-men, & thr own hiest good, tempral, spiritual, & eternal. Blesd indeed then is thr xistence; fr they ar blesings to themselvs, & they contribut largely to the blesednes of the social univrs. If this charactr be *usful*, it must of cors be *valuabl*.

2. It produces *tru & substantial honr*. Whil it securs the mind from its own scorn, & that of othrs, it procur al desirabl respect. The Almity Makr. Poser & Lord of the univrs, Jesus the Son of God & Heir of al things, the hiest ordrs of holy angels, the wis & good among men, & evn thr own correct tast & morl felings, al unite most frely in honring thos who poses such a charactr. Honr of this kind is rich, & richly fests the mind of man. But, cursd indeed is our xistence, if our charactr rob us of al this strling honr, produce the abhorrence of the xcelent & wrthy, & damn us to the lacrating torments of self-reproch.

3. This charactr is valuabl, becaus it maks us, not only usful & honrabl; but also *truly & prmanently hapy*. It afords hapines of the most pur, elevated & hevny kind, suted wel to the dignity, capacitis, relations & hi ams of our elevated & imortal naturs. It flos from the enjoyment of God, of our felo-men, & ourselvs. When we tret God as we shud, then we enjoy his frendship, & his blesednes.—When we tret our felo-men as we shud, then we enjoy thr hapines, & the afection & confidence of the wis & good.—When we tret ourselvs as we shud, we then genrally enjoy a reward in helth, plenty, & contentment; but *alwas*, in the luxuris of self-aprobation, & inwrd satisfaction, pece, & joy. This hapines endurs amidst the many changes & afflictions of this lif, & wil be realizd, in far gratr perfection, in the hevny stat. If this charactr then produces such usfulness, honr, & hapines, how grat indeed is iis wrth.

But paralel alon with the wrth of this charactr, is that of education, with al its preprations, means, & helps; for thes togethr hav no othr legitimat objecs, than the formation, groth, & final results of this charactr. Hence the necessity of this lectur, as an introduction to the cors of twelv which folo, on a nw self-suporting system of genral & libral education, especially fr indigent femals, from the age of fiv to sixteen; *fr*, I ask, who wud concern themselvs at al about education in genral, r any of its systems, mods, facilitis, improvments, & institutions, til they kno thr objecs, & set a valu upon them.

In giving this account of al the propr objects of education, I hav also givn farly & opuly, an xibition of the sentiments in manrs, morals, & religion to be taut by both precept & x-ampl,—the methods to be prsud,—the cors of instruction in litratur, sience, the arts, & busnes, to be solod;—in fine, *the charactr to be formd*, undr this peculiar system of education. Ma this frank avowal, satisfy the public mind, & prevent evl surmises, & mistakn apprehensions.

Let me now in closing this discors, adres a fw wrds of application to yur good sens & feelings, especialy to thos of children & yuth, of parents & techrs, & of the leding charactrs in society.

Der children & yuth, if evr sobr & considrat a moment in yur lif, I beg yu wud be so now. Yu ar pasing the ductil, plastic, molding age, & with grat rapidity yu ar forming charactrs *fr this one short but vastly important lif*, also fr a futur stat of retribution. Do then solemnly considr the imens wrth to yu, of the charactr just describd as the only wrthy object of al education, & wisly direct yur cors fr its speedy aquisition; —“Lest thou mourn at the last, when thy flesh & thy body ar consumd, & sa, How hav I hated instruction, & my hart despisd reproof; & hav not obeyd the voice of my techrs, nr inclind min er to them that instructed me!”—Ye parents & techrs;—ye ledrs in society;—ye fathrs of our republican towns, vilages & citis,—of the stat & the nation, I now earnestly entret yu to realiz, at once, yur hi obligations with regard to this momentus subject, & be erly, earnest & enrgetic in acomplishing this most mity, most desirabl, & most glorius wrk of man,—to mak othrs, especialy the rising generation, *good & grat,—usful & hapy.*

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## LECTUR II.

### THE ORIGIN & PROGRES OF THIS SYSTM.

In entring on the delicat busnes of this lectur, I beg lev to stat facts simply, farly & honstly, without being thot ethr to bost r complan. Som peculiar incidnts in my lif, led me to the chef principls of this sysem.

At the comenciment of the present century, agd sixteen, an heir to nethr honr nr welth, bound out to a comon Nw England farmr, from six til twenty-one, I resolvd on a colege education.

This placd me, fiv tedious yers, in the condition of a solitary, agricultural, self-teching, school-teching, laborius srvant. On som das, I probaly performd quite a comon das labr at farming, r teching school, & anothr at study. Hence the union, in this system, of manual labr, larning, & teching by the sam prsns. But now, insted of much of the formr book-study, ther is substituted to grat advantage, *Oral Instruction*, in union, at the sam tim, with propr kinds of manual labr.

My strong desir at sixteen, to choos my own busnes for lif, & to comence then a prepration fr it, led me to fix on that age, fr boys, entring sufficiently erly, to lev schools of this sort, if they ples, to obtan othr arts, trades, r profesons not ther taut.

Fiv months afr twenty-one, Septembr, 1805, hornles, destitut, & in det, I entrd colege, a yer in advance. Extrem indigence til graduating in 1808, undr a hevvy det, zel to cancel this det, & the suport of a rapidly incresing family, togethr produced, from erly lif, habits of industry, & *varius inventions fr uniting in a livlihood, economy, competence, & comftr*. Thes things, togethr with much il helth at colege & the theological institution, *fr want of propr diet & xrcis*, hav produced many of the facilitis in this system, fr helth, physical education, & an esy & competent self-suport.

The wif of my yuth, now decesed, the mothr of my nin children, by sevn yers of constant siknes afr pasing the bounds of childhood, was of cors deprivd almost entirly of a comon domestic education, theoretic & practical, & subjected to a system of habits quite incongenial with *hr* condition & *my* objecs. This, togethr with *hr* subsequent disorders of body & mind, the stratnes of my pecuniary circumstances, & the incres of my family, *al obliged me erly*, howevr avrs to my feelings, & inconsistent with my own apropriat busnes in lif, to entr the domestic province of woman, to xamin it pretly thruly, & lik the frst Roman Cato, to atend much to houshold afars. Thes events of Providence, the dictats of natur, & resn, & my extensiv aquantance with Nw England familis, of evry grad & charactr, produced the family mold of this system,—its peculiar domestic department,—som aids in the matrs of self-suport, & the plan developd in anothr lectur, fr a complet houshold & busnes education fr femals, theoretic & practical, in union & harmony with one that is litrary, sientific, & ornamental.



Agricultur was my busnes from infancy ; I hav alwas been fond of it ; & I hav cultivated a farm of my own, in aid of othr important objecs, during mor than a quartr of a century. Hence the rural & agricultural cast of this system : And, indeed, from long experience & obsrvation, I conclud ther is no situation mor favrabl fr the genral education of children, & the junir clas of yuth, of both sxes, *let them com from whatever place & condition, & let them be destind to whatever situation r busnes in lif*, than a cuntry farm, wher ar ampl pla-grounds, & gardns ; fores & orchrds ; hils & valys ; felds & medos ; brooks & watr fals ; a salubrius air & a wholsom diet ; majestic roks & vrdant plains ; prospect delitful & exilrating ; senry, butiful, grand & romantic ; amusements & plesurs at once inocent, civilizing & sanctifying ; & al necessary, helthful & plesent musculr excrcis.

The barenes of my vrbal language in childhood & yuth, by want of propr reding, familir oral instruction, & othr facilitis, led me, fr the recording of my thots, insensibly to the adoption of anothr kind of language,—that of colrs, figrs, motions, atituds & positions, printed on my imagination & knon only to myself. The necessary translation of this language, & also that of my baren & vulgr mothr tong into good English, has causd me vast embarasment, & most painful vxations & torments in swift writing & xtemporaneus speking.

From this caus ther hav arisen, in this system, the peculiar preparations fr the erly & abundant teching, by evry means, of corect vrbal language, especialy by the unusual proportion of plain & familir oral instruction & ilustration.

By the los in infancy of a precius mothr, I was left in a situation similr to that of many indigent orphans,—*a poor child, bound out to service*, having vry smal advantages fr education in any department. Thes things causd me much affliction & gref,—much lamentation & weeping. Thus I becam wel aquanted with the harts of such children, & the manr in which they shud be treted. I thrfor found myself inclind to use my bst endeavrs to establish a self-suporting Orphans Hom, fr thr comftrabl mantenance, thr propr tretment, & thr genral & libral education.

Finaly, alow me to stat, that erly ther was planted in my brest, a strong desir, by evry posibl & apropriat means, to elevat, improv, & sanctify my felo-men ; especialy by the instru-

mentality of the Gospel, & a mor genral, natural, & eficient system of education, which shud, besid othr objecs. gratly increas the educational qualifications of mothrs, & othr techrs, who ar the chef instruments of molding the charactr, & fixing the destinis, of mankind. Thrfor in my last yer at colege, & astrwrds, when Principl of an Academy, & subsequently also, when in varius other busnes, I was increasingly anxius that ther shud be discovrd & put in oporation, som othr system of femal education, much broder in its limits, & much strongr in its refrence to domestic lif; & also, in ordr to have it accesibl to al, that it shud be *self-suporting*; r, at least, *far les xpensiv*.—Besids, I wishd to prov to the world what I had long myself fuly belevd,—that a much gratr degree of physical eficiency in femals ma xist in prfct harmony with al desirabl delicacy & refinement.

On thes varius acounts, fr many yers, whil labring on my farm, whil traveling in my ministerial & hom misonry labrs, & in wakful hours of niht, my mind was oftn put to the task, to discovr som fesible schem of self-suporting, genral, & libral femal education. But tim was not found to reduce my thots to definit writen form, til Decembr, 1830. This resultd, April, 1835, aftr trying my plan in a smal school one yer, in the printing & gratuitus circulation of a litl pamphlet, xibiting som of its chef trats. This, & othr things in conection, brot to me an invitation to giv a lectur befor the American Institut of Instruction, at its anual meeting in the city of Lowel, Mas., August, 1838, which mor fuly developd the system in its plan & oprations, & was astrwrds cald fr & printed, by the Censrs of said Institut.

### *The Objects amd at in this Whol Concrn.*

Thes ar, 1. Radically to improv the comon shoools & gratly to reduce thr xpens. 2. To aford to yuth, from about twelv yers of age, in a propr family condition, & without xpens, sav that of tim, a good academical, & evn a profesional, education: And 3. To frnish a good hom, lik that of a fathrs hous, a competent suport, al necesary & important education, *an entir bringing up indeed*, from about fiv to sixteen yers of age, r longr, to destitut orphans, to othr indigent children, to thos of the welthy also, *if they ples*, & to the children of foren



residents & foren misonaris,—to al, in fine. who need a hom & one that wil giv them, on self-suporting principls, a genral, thru & libral education.

*The three distinct mods of Aplying this System.*

The three objects, namd abov, planly indicat the origin of the three difrent mods of aplying the system, fr the sak of genral acomodation. In prsuance of the first object,—the radical improvment of the comon schools, the pupils miht be denominated, *district r vilage cluses*. Within the provisions of this mod, & fr proof of its fesiblness & utility, we recevd into our modl school, during tw yers of our gratst prosperity, nerly sixty, whom we denominated *da scholrs*, who livd r borded in the neibrhood, & united with our inmats in lrning, six hours a da. Thes, tho they payd, r mor than payd, thr tuition with thr wrk, whil in school, did in fact lrn fastr than pupils at the ordinary schools, hi schools, r academis. Yet astr al, they wr considrd by us as enjoying no mor than haf of the privileges of our inmats, & as lrning no mor than haf as fast.

Undr the second mod of this system, & with refrence to its second object, about forty temprary manual-labr bording scholrs, wr recevd, who wr xpectd, in ordinry tims, *to pay thr wa*, clothing & al, & in vry good tims, to do mor than this, as som of our pupils actualy hav don. The numbr of difrent inmats undr this mod, tho not grat at any one tim; yet it was suficient fr xperimentl proof, & did indeed prov it practicabl, & just what was needed fr indigent yuth, who wishd to rise in thr education abov the atmospher of the comon schools.

The prmanent school formd fr the thrd object, undr the thrd mod, consisted at frst, April, 1834, of my own three youngest children, agd from six to elevn. This numbr gradually incresd, by the adoption of indigent children, mostly orphans, to nerly thrty. Thes wr considrd & treted as my own children, with respect to al purposes of suport & genrl education. This permanent school was my chef object. It formd the nucleus of the institution, & gav it the nam of 'the Orphans Hom.' Proprty & inmats wr gand by slo degrees, lik thos of a comon family, begining in the world with litle r nothing, which is probaly, on the whol, the best fr stability & prmanence.



*First attempts at the union of oral instruction with productiv labr.*

I wil now relat som of my frst esas at seting the physical & mental facultis of pupils in oporation, at once, fr self-suport, & fr physical & mental improvment, but shal defr the ful discuson of this subject to the nxt lectur, which is on Oral Instruction.

The wintr befor opning my said trial institution on my farm in Troy, Nw Hampshir; awar of the sad deficiencis, & the demoralizing tendencis, of *our* comon district school, I undrtook, in my own hous, the instruction of my large family, togethr with som children of my neibrs. Afr studying thr speling lesns in the usual manr, I alowd them to wrk at propr busnes, whil they wr excrcisd in speling wrds, which I pronounced to them. This proving vry satisfactry, both to techr & pupils, I introduced su tabl wrk into othr recitations, both English & Latn; myself using the books, if necesary, & pronouncing fr the recitr.—Succeeding wel in this also, I proceed one step frthr & taut them thr lesns *orally* from book r mind, whil they continu'd at thr wrk. By xtending thes xperiments, I was, at length, with much intrest & evn surpriz, forced upon the brod conclusion, *That all branches of larning, xcept the manual part of a fw, such as writing, drawing, painting, & instrumental music, can by competnt teachers be comunicated & recevd, to sa the least, as plesantly, as rapidly & as thruly, at the sam tim. with propr hand labr, as by any thr method.* Any wrk is propr that dos not requir too much nois, motion, r intens thinking. such as knitting, brading, sewing, &c. But evn the impossibility of obtaning such kinds of busnes for a tim, dos not necesarily brak up, r gratly embaras, institutions of this sort, provided othr productiv busnes, especially that of Agricultur, can be procurd. Fr, at the wrst with prudent managment, with good formen, & our chep but helthy & xelent mod of living, this system wil, as was provd, by us, in the hard tims of 1837, admit of the pupils larning, on an avrage thro the yer, & that to the best advantage, *as much as six r sevn hours a da.* This of itself wud surely, in the cors of elevn yers, produce astonishing results, on *any good* system of education.

*Results of Six Yers Xperiment.*

Befor giving yu thes, let me forwarn yu, that whatevr has been acomplishd. ~~was~~ amidst many vry untord circumstances.

Som of thes aros naturally from the condition of feebl & inexperienced infancy of my system ; som from the unresnable prejudices & ridicul of the ignrant, uncandid & vulgr, ocaoned by our many necesarily nw things in our mod of living & domestic managment ; som from the boldnes & hi ams of this nw educational project ; som, from our want of mor convenient & appropriat bildings & hous-room, library & instruments of music, educational furnitur in genral, & a matron of suficient age, experience & genral qualifications, *at which* I was not abl at once to procur ; som, from the smal age of our inmats, not then averaging so hi as the medium age between fiv & sixteen yers ; som, from the cutaneous, r hereditry diseses of many of our pupils, thr uncomly habits, ther extrem viciusnes, & thr difrent injurious relations, when frst recevd ; som, by our privation, on account of the stat of the tims, from April, 1837, of most of our indoor sutabl & acustumd self-suporting manufacturs ; many from the alotments of a good & wis, but oftn mysterius, Providence, & my own peculiar condition & fortunes ; & many mor, from the dedly enmity towrds this only *purly republican system of education*, so beneficial & elevating to the poor & degraded, in thos who poses the bas selfishnes & prid, the unwrthy arts, & the powr, of aristocratic opreson, with the help of thr poor, obsequius, deluded, & sily menials. It is the mornful fact, shameful to be told in this land of bosted librtty & free republican privileges, that, from such a quartr, this self-suporting system of genral & libral education, & this humane & charitabl modl institution, must meet thr gratest embarasments, & thr most malicius & destructiv fos.

But amidst thes, & many othr obstructions, what was in fact acomplishd, during the six yers of trial ? I answer, 1. The institution, to sa the least, suported itself quite comftrably, & was laing up a litl besids fr bilding & increas of educational furnitur.—2. The helth of our inmats, notwithstanding the hereditary & chronic diseses, with which many of them cam to me, & of which al soon began to amend, was far abov that of the children in genral, evn in the vry helthy region of my dwelling. Since my marige in Dec. 1809, among my own large family, & the scors of othrs who hav resided with us, whethr adopted children, self-suporting scholrs, r hird domestic residents, one deth only, & a vry litl sever sicknes, hav ocured in my



hous; & *that* deth was by a malignant fevr, March, 1837, & of one who nevr adopted the mods of living, & means of helth, incorporated into this system of education.—3. The almost universal reformation of xtremly depravd, uncivil, unchast, & prvr childrn, soon afr admison, was vry encouraging, & tels wel of the system. O how affecting it was to see som of the der litl ones, voluntarily weeping in vw of thr formr vil degradation, & wiked behavir.—4. Our inmates wr constantly forming good habits in the grand matrs of industry, care, netnes, frugality, ordr, enrgy, & of varius & important busnes, without which the gratest atanments in litratur, sience & the polit arts, wud be of litl valu.—5. I belev it was the united testimony of al impartial obsrvrs, that our inmates, xcept when afflicted with inat maladis, & sor cutaneus eruptions, & when sufring the derison, scofs, & evn *the violence* of persecution, of which, with thr sostr-fathr, they wr obligd, in a considrabl degree, to prtak, aperd peculiarly content, joyful, & hapy.—6. As far as cud be judgd from the latr stages of six yers xpriment, this system wud ad gratly to comon physical efficiency, & wud nerly r quite dubl that of the mor welthy, & hily educated clas of Nw England femals. If this be tru, it is indeed, by itself, of no smal acount. But its truth who can dout, afr knoing the fact, that the eldest of said prmanent school, a femal, our only regulr graduat at sixteen, April, 1839, long a techr in Boston, Mas. had befor graduating, prformd at hom, nerly r quite the ordinary busnes of tw of that clas of femals just namd, of any age, & at fifteen, *did wak repetedly* from twenty-fiv to thrty-fiv mils a day, *al freely & without physical injry*; & also the fact that the yungr did then aper to be coming forwrd to be equal, if not superir in physical efficiency.—7. Besids the forgoing results, I feel myself sustand by the united voice of the many enlitnd & impartial visitrs, som of whom hav publishd to the wrld, in varius paprs & periodicals, thr vws of the system, as it aperd to them at hom in actual opration, *in asrtling*, that our pupils did, to spek within bounds, besids al thr manual labrs, & thr many varius & valuabl improvments in othr things, *mak as rapid progres in litratur, the arts & siences, as thos of similar age, kept the sam tim, at grat xpens*, in the best comon schools, bording schools, r academis. I wil now bring this lectur to a clos by giving yu som xtracts from thes publications.



*Testimonials from Visitrs & Xaminrs.*

An educated man, an educational reformr, an authr & a techr, & an xtensiv travelr, in April, 1836, cam 70 mils, & from anothr stat, for the sol object of xaminig this system & our modl school, in actual opration, & tarid with us for days & nihts. He gav an acount of both in Parlys Magazin fr the Ma, & the Anals of Education & Instruction fr the June foloing: both then being publishd at said Boston; from the last of which I wil quot a fw sentences.—“Al seemd to undrstand the xrcises, which ar conducted on rational principls, & in acordance with enlitnd vws. Afr morning (religijs) dutis, the membrs of the school al began thr labrs at brading hats; & *at the sam tim recevd oral instruction.* During the hours aloted to labr, the pupils wr *plesently*, as wel as profitably employd. The hours of the day pasd awa cheerfully, & nethr the mental, nr the manual oprations, had the aperance of being a *task*. From what I witnesd, I giv it as my opinion, that instruction ma be givn in this wa *as thruly*, as it is by the help of books. A gratr desir fr knolege, & a strongr atachment to books of a solid charactr, I hav seldom seen, than I witnesd in thes pupils.—Habits of industry run thro his (Mr. Rich’s) whol system. Al wr engagd in mental r manual labr, r in relaxation & sports. Afr xaminig as closly as I was abl, al the parts of the system, which hav so sucesfully been brot into opration, I left fuly convined, that Oral Instruction & Manual Labr ma be so blended that thousnds, who ar now thrsting fr knolege, ma be put on a cors that wil lead to a thru education.”

*Xtracts from the report of a Commite apointed by Fitzwiliam Lyceum, to atend our anivrsry xamination, April, 1837, publishd in both the Keen paprs, & a part therof, the August foloing, in the said Anals of Education.*

“We endeavr’d critically & impartialy to examin this school, & to com to such a conclusion as wud do justice to the indefatigabl foundr, & to giv the public corect infrmation on this interesting subject. The pupils aquir litratur & sience quite as rapidly & thruly, & digest thr knolege *ful as wel* as thos who ar kept at grat expens in the best comon, hi, r bording schools, r akademis; besids suporting themselves, & aquirng the habit of manual labr.—This system is founded upon the most enlargd &

christian plan of benevolence ;—to help thos who hav no powr to help themselves,—to educat the poor & needy, as wel as the rich.—Upon the whol, the comitee ar of opinion, that this school desrvs the public aprobaton & patronage. From a six hours xamination, it was abundantly manifest, that the pupils had obtand *knolege*, & had becom thru masts of the varius branches which they had been taut. In ansring questions, giving definitions, & in demonstrating problems, they conveyd thr ideas in thr own language, without refrence to the books which they had studid.—They wr al neatly clad, & from thr prsnal aperance, one mit sasfly conclud that they had a ful suply of good wholsom food, & that the ful developement of body, as wel as mind, had not escapd the atention of thr instructr.—The pupils aperd content & hapy,—kind & afektionat tords ech othr & thr techr.—The cultur of the social afektions, so esential to the wel-being of society, & which givs the gratest charm to a finishd education, but is so deplorably neglected in our comon schools, here taks its propr rank. From the behavir of the pupils thro a long & critical xamination, it was suficiently manifest that they had been taut the tru definition of politnes ; an opn, frank, & respectful deportment, alik removd from an ofensiv & prt familiarity on the one hand, & an afected coyenes on the othr.—In conclusion the comitee stat as thr belef, & as an act of simpl justice to the foundr of this institution, who has prseverd in his undrtaking amid trials, & dificultis, & oposition, suficient to induce most men to giv up in: despar, that the system of education adopted in this school wil prov of incalculabl benefit to mankind. It has been suficiently trid to test its utility.”

Sind, AMOS A. PARKR, (Counselr at Law, & Charman of the Comitee on Education in the Legislatur of Nw Hampshir,) SILAS CUMINGS, (M. D., Physician,) & JOSIAH INGALS, (Justice of the Pece & Mechanic,) Comitee of Fitzwiliam Lyceum.

*Exracs from the report of gentlmen from Keen, who atended our anivrsry xamination, April, 1838, publishd in the Keen paprs.*

“From remarks which had ocasonaly com to us, we went quite as wel prepard to meet with an unfavrabl impresion as othr- wis. But such was the aperance of the school, & the admirabl plan upon which it is conducted, the regularity in its manag-



ment, the promptnes & acuracy manifested by the pupils during the xamination, & the rapid advancement which had evidently been made in the varius departments of education, forced on us the conclusion, that it altogethr surpasses any othr system with which we ar aquanted. The school consisted of from 25 to 30 scholrs, who during the hours of instruction & recitation, ar sevrally engagd in varius kinds of manual labrs, which secur a frm & vigrus constitution, & giv an oprtunity of aquirng an education to thos who wud othrwis be entirly destitut of the means. Not only the physical education is takn into the acount; but, we ventur to asert, that in regard to thr mental aquirments, they ar not xeld by any scholrs in the county."

*Xtracts from the report of Visitrs from Jafry, N. H., who atended the sam xamination, published in the Cheshir Republican & Farmers Museum.*

"Ther wr twenty-six prmanent scholrs. Thes ar mostly orphan children. They aperd helthy & wel.—The scholrs wr engagd in som kind of manual labr, during the xamination.—We belev they wud not sufr in comparison, as it respects litrary & scieatific aquirments, with any of similr age in the stat.—We considr this a benevolent & charitabl institution.—Much care is takn of thr moral & physical education." I mit go on to quot similr, & mor flatering testimonials; but it seems unecesary. Thes & suchlik acounts proving the fesibleness, & the vast utility, & the suces evn, of this system of education, its advantage especialy to the poor, rousd the deep malice of the aristocratic enemis, & producd in them a detrmnation, by any & al means in thr powr, to crush it in the bud. This, altr constant & vigrus efrts, during tw & a thrd yers, vry much by slandr, mobing, robing & kidnaping, & by many othr bas & lawles means, they wr finally alowd to acomplish, so far as my family & modl school, in Troy, N. H. wr concernd. But I do, by no means, yet despar of the final suces & triumph of the system, wherevr tru, christian, enlitnd, & impartial republicanism shal preval, & alow to it free tolration & countenance.

Finally, on the scor of results, let me obsrv, that soon aftr seting the system in opration, ech month & yer, & al our many regulr & ocasonal xaminations, hav farly promisid, *if let alon*, the ful acomplishment of al its proposd objecs, & xibited im-



provments, physical, moral, ornamental, & intelectual, *which srpsd evn my own previus & most sanguin xpectations.*

Here, in conclusion, let me sa,—I strongly desir that othrs, of varius & gratr resorces, wud set on foot such institutions, acording to the principls & provisons of this system, as wud recev the favr of al enlitnd, libral-minded & truly republican patriots & philanthropists; & such as cud not be ovtrhron by the powrs of the hauty & opresiv enemy.

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## LECTUR III.

### ORAL INSTRUCTION.

This is a vry important matr in al education, & especialy in this self-suporting system. (I canot avoid here som things said in my aforsad Lectur at Lowel & Boston in 1838. But probably not many, if any, of yu hav red that Lectur.)—Let this subject be here introduced by a short description of language & its sevrall kinds.

Any method of conveying thots to othrs, r of storing them fr our own futur use, ma be caled language. Hence ther ma be as many kinds of language as ther ar chanel of comunica-tion, r means of recording thots, & thes ar the fiv senses,—hering, seeing, feeling, tasting, smeling. The languages of tast & smel, if evr usd, must be dificult to be usd to any considrabl xtent. The language of tuch, r the sens of feeling, is oftn usd with the blind, especialy thos who ar both def & blind, & with othrs ner us in fre social intrecors.

That language which conveys ideas to the mind by the vari-ous objecs of siht, such as colrs, figrs, motions, atituds & po-sitions, is in the ordr of natur, & probably in fact, *the frst*. It is a univrsal language, xcept with the blind,—is xtremly frtil, & by inumrabi emblems, is capable of xtending & prpetuating knolege; as is evident from al hieroglyphic and symbolical writ-ing, Chines charactrs, the numrical figrs, & pictural & sculp-tural representations. Usd by itself, howevr, it is vry inconven-ient, xcept with the def; but it is a powerful auxiliry to the language of sounds.

The fifth & last singl method of language, is that which con-

veys ideas to the mind thro the sens of hering, by means of atmospheric air. It consists of arbitrry sounds, genrally having no resemblance to the objects represented. Thes sounds, or a necessary numbr of them, ar agreed upon, as signs of thots, by pepl of the sam family, trib r nation, & among such they becom current, r vrnaculr language. It is, fr al pepl of comon facultis, whethr it be spokn r writn, the most convenient of al singl methods of language, as it can be usd without liht, & by thos othrwis employd, & is alon capabl of being represented to the y & the tuch, by alphabetic writing. Its sounds, simpl & combind, ar aforded in sufficient variety & numbr to form al the difrent spokn languages that hav been, ar now, r evr wil be in the wrld. The rapidity with which it is aquired, evn by litl children, is astonishing. In the formation of it, air xpird from the lungs, is, by the organs of speech, or the complicated machinry of the mouth, cut & made into an unspekabl variety of articulat sounds, ansring fr representativs of thots. This oral machinry, if not hurid too much, nr paralyzd r clogd, nr misaplid by ignorance, frivolity, r depravity, wil vry expeditiusly wrk up the xpensles, the xaustles, & the evr redy raw material, into a vast variety of plesant & usul fabrics, resembling “apls of gold in picturs of silvr.”

I must now la down & endevr to sustan two positions vry important & fundamental in this system. I. The superir advantages of a large portion of Oral Instruction. II. This kind of instruction recevs grat help rather than detriment from its union, much of the tim, with propr productiv handicraft. If thes positions stand, the system stands.

### *The Superir Advantages of Oral Instruction.*

Yur atention is frst cald to the natur & propr use of *Oral Language*. Thes wrds genrally in this system, & mor prticularly in this Lectur, signify the conveyance of ideas by the sounds themselvs, constituting audibl wrdc & sentences, in contradistinction from the artificial & visibl signs of thes vocal & audibl sounds r wrds cald lettrs, writn & printed in books. Tho vocal & audibl language has in itslf, as a singl language, superir facilitis & powrs; yet when united with the language of siht, in looks & gesturs, & ocasonaly with that of tuch, it recevs astonishing additional powr fr xiting, instructing, & swa-

ing the human mind. This complx language, in distinction from alphabetic writing & printing, *I shal now cal Oral.*

### *The Efficiency of Oral Language.*

It is found by evry da xperience to be the most natral, atractiv & eficacius of any other kinds r mods of language. The awakning & melodius sounds of the human voice, atended by its many natral, plesant & powrful helpers, such as the xpressions of the countenance, the atituds & motions of the body; such also as the tones, inflections, modulations of voice, & varid emphasis—al xpresing the sentiments of the sol—wr doutles desind & prepar'd by God to be the most agreeabl, convenient & efectiv means of planting knolege, feelings, inclinations & sentiments in social & felo minds, & of intrchanging thots & mental impresions among them. Yu wil not then count me wild r visionary in mantaning that human beings, especialy in the peculiar sociability & spritlines of childhood & yuth, wil much mor esily & redily *recev, retan, digest, & use*, for the varius pposes of lif, the knolege thus presented, than if conveyd by mer artificial means,—the ded lettrs. The ideas & sentiments conveyd thro this oral chanel, seem to tak the shortest cors to the intrnal senses, the imagination, the intelect, & the hart; & ther without sensibl & painful esrt, to be inwrot into the vry constitution, & made as prmanent as the sol of man itself. Al this is the dictat of natur, which is, as far as it gos, alwas a benevolent, wis, & uner- ing techr & guid, & is thrfor alwas to be trusted & solod.

### *A Comparisn of Orol Language with Alphabetic Writing & Printing.*

But what, in plesentnes & efect, compard with this natural & direct complx language, is the alphabetic representation of it, *vry imprfect at least*, & of that part of it only, & a vry megr part also, *its mer sounds alon*, which, & which only, ar capabl of such representation? This alphabetic representation, consist- ing of silent, unatractiv, unsocial, arbitrry, spiritles figrs, in books—the product, not of natur, but of art, is deprivd, of cors, of al thos delitful & enrgetic helpers namd abov, such as the ten thousand natural & efectiv variations of the voice, of the face, & othr parts of the body, *which can nevr be writn r printed*; deprivd also of inumrabl kind, plain, esy & sesnabl xplanations



& illustrations of an able & friendly parent & teacher. If these many & powerful aids to the otherwise dry & monotonous representations of our vocal sounds could also be written & printed with our letters, these representations would then be unspeakably more interesting & valuable, & much more so still, if they were indeed at once the direct signs of ideas, & not of mere sounds, like our numerical figures. They are, however, the mere *artificial signs of natural signs*, & the signs of *those sounds* which are themselves the natural & direct signs of ideas; & consequently they can reach the mind only through a circuitous & uncertain track. They first meet the eye as signs of mere sounds—dry, dull, uninteresting, & in themselves without soul, & stirring life. Afterwards, by a hard task of imagination, the sounds for which they stand are but imperfectly conceived, & perhaps more imperfectly reduced, & finally pass to the mind through the ear as archetypes of thoughts,—at first by vocal reading, & by *imagining* the sounds, as in *silent* reading. What a vast difference, then, between our oral & written language, as to the facilities for communicating instruction, especially to the young! This comparison of oral & written language, reminds me of an appropriate anecdote.

Once, a very able & eloquent pulpit orator preached an extemporaneous & very interesting sermon to his audience in the midst of a terrible tempest of lightning, thunder, wind, rain, & rattling hail. The following day he was applied to for a copy for the press. But he very shrewdly & wisely answered—"If you could print the lightning & thunder—the wind, rain & hail, & also my tones, looks & gestures at the time, it would really be an object; but not otherwise."

### *Alphabetic Writing & Printing are still of Immense Use.*

On many accounts, *this* method of communicating thoughts by sight is far preferable to the use of Chinese characters & hieroglyphic & symbolical representation. I would not by any means have any think me unfriendly to letters, properly applied & used: but unfriendly to the *unnecessary, too early* & forced employment of them, especially in the instruction of the young; for you all well know that they are very easily fatigued, disgusted & discouraged by what is unnatural & hard to be understood. Letters serve to preserve knowledge which would otherwise be lost, & be cast upon the frail & uncertain bark of memory & oral tradition, & to extend it where the living voice cannot reach, & be so conveniently used. But that they should be used without necessity, & used also to such an extent, in the in-

struction of yung, social, unartificial beings, insted of the living, lovlv & powrful voice, atended by its many animating, delitful & forcible helprs, is surely to me a matr of astonishment. It is indeed, among pepl of comon sens, of good education, of enlargd & libral views, quite tim that this strange & absurd practice be *xamind*, *xposd* & *xploded*. In doing this, howevr, yu wil remov one of the densest clouds of *the dark ages*, one of the safest coverings of *idl*, *unqualifid* & *swindling techrs*, & one of the gratest hindrances of the mor genral & rapid improvment of the rising generations. Let prsns of propr age, maturity & advance in knolege, use books, & use them freely ; but children, especialy yung children, shud use them sparingly, & non othrs than they can esily undrstand, & strongly relish. Thes limits, howevr, ar rathr naro ; fr, evn amidst the improvments of the present age, & the deluge of childrens books & school-books, fw indeed yu wil find suted to the capacitis of children, til by obsrvation, & by oral instructions, they shal becom considrably advanced in the knolege *of things* & *of language* ; fw indeed, that do not stil need the familir & abundant xplanations of a wel-qualifid techr. Thrfor, let al of a propr age & a propr stage of larning use propr books fr thr own benefit & that of othr lnrns, when necesity r grat convenience requirs ; *but in no othr cases*. In this the justly renownd Socrates, & the modrn & amiabl Pestalozzi, wr corect : And evry techr, & evry frend of human improvment in this enlitend age & land, shud be as correct. But, as betr authority now in point, I refr yu to Him who was wisr than Socrates, r Hrnes, r Solomon, “ who was a techr com from God ; who spak as nev man spak ; whos doctrin dropd as the ran & distild as the dw.” He was a most eminent & powrful oral techr.

Now I apeal to yur good comon sens, & ask—Is not the whol matr, abov xpland & recomended, agreeabl to the dictats of natur & the comon feelings & practice of men ? Who that is not a maniac, wud prefir the productions of art to thos of natur ?—Who, in his senses, wud choos to reman at hom & read the speeches of Demosthenes, r Cicero, r Curan, r Whitesfeld, r Webstr, r Cla, rathr than be at much pains to see & her thos oratrs in prsn ? How is it that som xtempraneus prechrs, with scarce a thimblful of knolege, wil draw multitudes astr them, wihl many of our brnd doctrs & vry critical note-redrs ar obligd



to delivr thr labrd srmons to almost empty houses? How is it said, & truly, that som of the most erudit English clrgy ar among *the best writrs, & the wrst prechrs*? How is it, that the Welsh prechr wil *set the wrld a fire*, as it is said, whil the lrnd Englishman *is liting his match*? And, finally, how is it that children, befor put to school, mak such esy & rapid advances in genral knolege, the first tw, three, or for yers of thr lif? I ansr:—*Because the dictats of free, simpl, social natur ar folod, rather than frigid art & dul formality.*

### *The Propr Manr of Using Oral Instruction.*

Whethr thes instructions com from the mental stors of the techrs, r from text-books, they shud be givn in so esy & attractiv a styl, & al things taut, shud be so sesnably, so familirly & so fuly xpland & ilustrated, that the pupils shal be made intrested in the subjecks, & be enabl without dela, fatig, r disgust, clerly to undrstand them. By this means they wud soon aquir a relish fr usful knolege & ability & curage, by means of natur, obsrvation, resn, & books, to prosecut it, & obtan it rapidly, alon. A complianc with this rul wud enabl parents & othr techrs to comunicat to children, vry erly, much rudimental knolege on almost any subjecks with which they themselvs ar aquanted, not to xept evn gramr, mathematics, r mental philosophy. By the wa, this rul sugests much respecting the du qualification of profesonal techrs, & the necesity, by al means, of thr being in ful poseson of evry subject they atempt to tech. Indeed, the practice of oral instruction dos not alow unqualifid techrs to glid along smoothly, & decev thr employrs, as they abundantly hav don. Hence an incresd proportion of oral instruction wud tend gratly to increse the just qualifications of techrs. I belev it a fact, that the longr the best techrs practice thr profeson, the gratr use they mak of oral instruction. The resn ma be, both thr incresd ability to tech in this manr, & thr incresd knolege of its utility.

By this tim, I am confident, yu wil aknolege the truth & stability of this doctrin:—*The superir advantages of oral instruction ovr thos of text-books, especialy fr the yung.*

### *Good Specimens of Oral Instruction.*

Thos which ar as fair as any in print perhaps, within my knolege, ar the Provrbs of Solomon; Xenophons reports of the



oral instructions of Socrates, his admirabl tutr; the reports of the for evangelists of the oral instructions of our Lord & Savior Jesus Christ; Doctr Wats varius compositions fr children; Parlys wrks in genral; the recrd of A. B. Alcots school at the Masonic Templ, Boston, & his convrsations on the Gospels, (tho I wud not, by any means, be responsibl for al his sentiments;) the varius wrks of Mrs. P. W. Howland, formrly of West Brookfeld, now of Worstr, Mas., especialy hr Infant School Manual,—a book which shud be in the hands of evry techr of any child, in a family r school; &c. We do need som books, if I ma be alowd the xpreson, that shal be, as far as is posibl to hav them in print, *good specimens of oral instruction* on varius subjecks, propr fr Infant & Primary Schools, to asist techrs in bringing such instruction mor genrally into use.

The second chef position in this subject, now clams atention.

*Oral Instruction United with Propr Labr, Lesns Fatig, & Increses the Rapidity of Lrning.*

This kind of instruction, insted of receving injury from its union much of the tim with propr, productiv, self-suporting handicraft, dos actualy in itself deriv much advantage from it. This fact is material in this system. Som pepl, not suficiently aquanted with the principls of the human constitution & the natur and relation of things, & thus prejugging the case, pretend that this plan imposes a dubly hard & irksom task on children. But the result of much fair trial provs exactly the revers. Ech kind of busnes, instead of ading to the fatig of the othr, dos in fact prevent r relev it. The wis & good Makr & Lord of al things, evidently desind that mans corpral & mental facultis shud both be developd & educated, xrcisd & wrkd togthr, in most agreeabl & usul harmony, like a complicated, but wel-arangd & productiv machin. It is a deep & prmanent principl in human natur, that we shal spontaneously cary on som manual r othr bodily oprations, which hav becom esy & natural thro habit, to hav the efect of a balance-wheel, regulatr & promptr to the mind, especialy in tims of its anxius thot & intens application. This fact, tho hithrto but litl notied, is in prfect acordance with the daly xperience of men, especialy lrnd men, & clos thinkrs, mor particulrly in tims of xtempraneus speking & hi & vigrus mental efrts. They slide insensibly into the habit &

som motion r action which they cary onwrd in the sesns of thr strong feelings, grat anxietis, & dificult intelectual labrs. One man must be continually rubing his har up r down, r making motions with his hand, r foot, r knee ; anothr must be piking his nos, rubing his er, r puling r pinching his cheek r chin.— One must be frequently drawing out his watch & looking at it ; anothr must be winding his watch chan around his fingr, r turning the ke, r rubing the seal. One lawyr in pleding must keep at wrk with his spectacks ; anothr with his pen-knif, r pencil, r snuf-box. One I knw must frequently spit upon the floor, & lik a realy activ busnes man, rub it awa smartly, & in good grace, with the sol of his foot. One prechr of the Gospel must be pating with his hand the insid of the pulpit ; anothr must be throing his weit on one foot, & then on the othr ; & one told me he cud nevr xtempriz with any satisfaction, unles he had something to be rubing between his thum & fingr. One woman must ethr do som comon siting wrk, r se-saw sid-was, r back & forth. I saw the Chef Justice of Nw Hampshir, when hering a hard cas in his ofice, tak his pen-nif, &, in real wrkman fashon, pare off the cornr of his study tabl from one end to the othr. And Wiliam L. Marcy, my clas-mat at colege, an eminent lawyr,—long in public lif,—during six yers Govrnor of this Empir Stat, & since, of the Presidents Cabinet,—must, if posibl, in a hard cas, be whitling in real Yanke styl ; & the good old lady *wanted* hr knitting-wrk, as “ a stediment ” to hr mind, when hering preching, &c., &c. Now who wil disput the existence of this principl & propensity in mankind ? And why shud not this hithrto neglected & wast powr be usd to som good acount fr education & self-suport ? This is surely a conclusiv argument fr the union of propr manual labr, which ansrs fr al the abov namd wast bodily oprations, at the sam tim with oral instruction & hard study. This is vastly important, not only fr mental stability, vivacity & speed in the aquisition of larning, but also fr physical education & health, & an esy & plesant self-suport. The principls of natur, then, developd by a constant cors of unequivocal facts, mantan an important pilr in this self suporting system of genral & libral education, & ansr the chef objection, that “ this dubl wrk, r tw things at once, must be embarasing & too fatiging.” Fr ther is abundant proof that the opration togethr of body & mind, dos in reality *diminish*, rather than incres, *the fatig of ech*.



Will you now be candid enough to attend to the history of some experimental proof. The fact is, I never saw any of the inmates of my six years trial-school, exhibit signs of irksome fatigue, or of the common distressing weariness & uneasiness, by attending to both kinds of business at once, during either even ten hours a day. But go into one of our common schools, conducted on the former & usual methods, at half past three o'clock in the afternoon, & notice the painful lassitude & the evident uneasiness among the pupils, who have been in school that day, & chiefly at books, only about five hours, in the midst of which they have had an intermission of an hour, & two short recesses besides. Go then to a large family of children, kept at sitting work some seven or eight hours a day, having nothing but their handicraft to awaken, divert & occupy their minds, & observe *there* also the appearance of discontent & fatigue. After all this, go to the family, the workshop, to an industrious lady's visiting party, & finally to a school of our sort, where proper productive business is prosecuted, together with exciting, pleasing & profitable conversation, or oral instruction, conducted by an able & agreeable associate teacher, & *mark well the difference*. Here, during some eight, ten, or even twelve hours a day, fretful irksomeness has no place. Observe the cheerfulness, vivacity; nay, even the innocent & healthful mirth, often here enjoyed. Nothing is difficult, tiresome, or disgusting; the labour of the hands—which soon by habit becomes almost automatic, or operating without thought, like the winking of the eyes—has constantly immense effect in awakening & regulating the mind, giving it fresh vigour & a very important & valuable self-possession; & the excitement, entertainment & delight of the mind, from its increase of pleasing & profitable knowledge, arouses the animal powers, causes pleasant bodily sensations, banishes fatigue, prevents exhaustion, & causes the time to pass lightly & agreeably. Here I might appeal for experimental proof, not only to the history of our school, but to the ladies also; whether it be so tiresome to sit & converse in company *with* suitable work as without it? whether they become so jaded with their sedentary labour, while mingling in pleasant & useful conversation, as when entirely alone, having nothing but their labour to interest their feelings? I am vexed & ashamed that this appeal cannot be made *as* appropriately & *as* honourably to the gentlemen;—that they must go out of the element of business by going into company;—that they must be afflicted with a sense of awkwardness, by having nothing to do in ladies' working society; & moreover, that they must have so much



ocasion to prevent tedium, by caling, r tempting, the industrius fair ones, from thr inocent, amusing & profitabl busnes, to unit with them in childish recreations, disipating pastims, r demoralizing gams. The change in gentlmens manrs, here slendrly hinted, wud remov one of the chief obstructions in thr wa to the society of ladis in thr social wrking visits,—wud produce, between the sexes, much mor mutual respect; *ading grace & refinement to the manrs of gentlmen, & much good sens, dignity & wrth to the charactr & convrsation of the ladis.* Parn, I pra yu, this digreson, & encrage my efrts to cure this evl in society, gron obstinat thro long custom, by causing the boys of my family & school, as wel as the grls, to practis such kinds of clen, silent, usful handicraft, as ma, in company, be prformd at the sam tim with convrsation & oral instruction.

*But this Union of Labr & Lrning shud not be Constant.*

This system nethr requirs, nr allows, unremiting atention, at once, to both manual & mental excrcises. Fr the sak of divrsion, the pupils in a clas shud oftn, undr the care of thr forman, r techr, be alowd, whil at wrk, short sesns of free & amusing convrsation among themselves, somtims on what they choos, & somtims on the subjecks of thr larning. A part of ech da also shud be spent in what is properly cald *manual larning*,—such as drawing, writing, panting, r instrumental music; at which tim the othr usual labr must of cors be laid asid. Vocal music, whethr with wrk, r without it, shud, fr the refreshment of both body & mind, as wel as fr its own sak, be a part of the daly xrcises. It wud be wel likwis, fr the pupils to atend mor r les, ech seculr da, fr recreation, r fr busnes education, r fr self-support, to such stiring r noisy labr as dos not admit of much colatral oral instruction. It wud be convenient, tho not indispensabl, to la asid the usual wrk, whil studying maps, prforming som mathematical demonstrations, &, prhaps, whil attending to som othr educational xrcises, not strictly manual.—Let such yung men as hav no necessity r inclination to wrk, whil receving oral instruction, fr the sak of conformity to the system, & the fashion of thr clas, prform at the sam tim, writing r drawing; r, at least, tak nots of thr oral instructions, during the tim of receving them. This wud also help them to good busnes habits.

*This Union of Labr with Lrning Increses its Rapidity.*

If this be tru, it is a truth of vast import. But its truth is provd,—

1. By the principls & dictats of natur, as befor planly shown.

2. By abundant trial in my said educational institution, desind & usd fr xprimental proof. This has been suficiently atested by pupils of propr age & xperience, by thr parents & frends, & by many visitrs & examinrs. It was quite an ostensible fact, when the pupils had not much propr handicraft to perform, as was the cas in part of the memrabl yer 1837, that they wr not so much intrested in thr larning, & did not lrn so fast, as at othr tims. Ther was nothing of which we wr mor sensibl on trial than this, namly :—*When propr wrk was in good demand & brisk, then briskr & betr was the larning.* Thrfor, as I regarded the helth, the hapines, the genral good of my inmat pupils, especialy thr advance in larning, I wud not alow them, a singl secur da, to dispens with thr manual labr, evn if I knew that the pocuniary profit wud al be destroyd at niht. This decleration ma posibly produce surpris in som, & derison in othrs. But I hav no misgivings on the subject, & fer not the results of ful & fair genral xpriment.

3. By this union, ther is grat saving of tim that wud othrwis be necesarily devoted to mental recreation & bodily xrcises. Tho this system dos not, by any means, depriv children of thes, in propr sports & plas; yet not haf of the othrwis necessary tim fr such xrcises is here demanded, fr the bodily & mental helth of the inmat, & the varius pposes of a good physical education. This sava vast del of tim, without any injury, fr the aquisition of what is mor usually cald larning, & of cors gratly increses its rapidity.

4. Sever & protracted book study oftn ocasions grat injury to the ys, & of cors the los of much tim & comftr. A propr degree of oral instruction united with labr wud prevent this, & consequently wud hastn the aquisition of knolege, & ad gratly to the futur comftr & usfulnes of students. This is an object of comon humanity, as wel as of educational wisdom.

Nw, in conclusion, I ask, with renwd confidence, whethr the tw grat positions of this system, advocated in this Lectur, ar not wel suported by facs & arguments, & thus made permanently

to stand, fr enlitting, reforming, elevating, & blesing the wrld ?

N. B. The next Lectur is of grat importance, as it shos the *varius advantages* of this system,—especialy the superir wrth, on many acounts, of an education under it. This is the thrd fundamental position in this system.

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## LECTUR IV.

### THE VARIUS ADVANTAGES OF THIS SYSTEM—ESPECIALY THE SUPERIR WRTH OF AN EDUCATION UNDR IT.

It is, astr al, the chéf concern in the province of education, to *rendr it valuabl*. This shud be the grand object of al esrts to form & bring into use any nw r improvd systm. Yu hav thrfor now a strong motiv fr vry strict & candid atention. Surly, if this system, in adition to the superir es, plesantnes & rapidity of aquisition, & *the grat affair of self-suport*, dos indeed *incres the wrth of education* astr it is aqird, it then dubly recomends itself to genral patronage & adoption. That this is truly the cas, I wil now atempt to prov by seveal distinct arguments.

1. An education undr this system is formd with mor natural, comly & convenient proportions. By xrcising the physical & mental powrs togethr, & ech in du degree, the human machin becoms wel balancd & harmonius in al its departments, & in ech recevs helth, buty & vibr. *In thos strongly inclind to lrn*, it prevents intemprance of mental aplication ; of cors it prevents precocity, r too erly ripnes of mind, which is quite undesirabl in itself, & an il omen fr the futur; howevr considrd by vain, short-sited kindred. *In thos strongly disinclind to lrn*, it prevents a most lamentabl & lasting disgust of lrning, & abhorrence of it, found in many who ar erly put to comon schools,—drivn, prhaps with a rod, to a place of irksom confinment, & ther compeld to atend, a long tim togethr, & without intrest r plesur, to what they do not undrstand,—to unsocial, lifles marks, which stand as artificial signs of mer sounds—not of thots ; & al oftn made mor tedius by hard & il-formd seats, bad air, too much heat r cold, dred



of the techr prhaps, & of uncivilizd & vicius school-mats; & al, too, without propr divrsn & recreation. Now in this system al thes evls ar prevented. It requirs comftrabl acomodations, sufficient musculr exrcis, & al necesry mental divrsn. It alows constantly, at convenience, any change of position, wholsom & wel-temprd air, contentment, satisfaction & joy in thr condition & society,—a plesant & ful undrstanding of al things to wnich thr atention is cald as subjects of instruction, & numrus othr propr means, ar employd fr the comftr, hapines, & improvment of children,—al wel adapted to them as activ beings, posed of tendr bodis & delicat & vrsatil minds, xisting togethr in strong relationship.

This system also brings forwrd the body in propr sesn, *whil it prevents a too erly ripnes*, which is a comon & vast evl, xposing yung pepl, by want of equilibrium of physical, mental & moral maturity, to the strongest temptations; & that likwis, whil they ar the lest fortified against them. By a regulr & propr cors of corpral-management from erly childhood, & the formation of good corpral habits, by preventing undu xitments & al manr of xeses, the deve'opment & maturity of the bodily system, its many organs & propensitis, ar duly retarded. This, togethr with erly & just atention to the moral & intelectual departments, *to the hart & the hed*, disalows of the bodys outgroing the mind, as is oltn the lamentabl fact, & causes both to advance simultaneously in fit relativ proportions, & *to ariv togethr at manhood*. This wud sho, by naturs unequivocal voice, when minority shud ces, & free, self-directing lif shud comence. It wud also frnish a corect criterion fr judging of thos facts in singl cases, *which ot to prevent that grat degre of opreson* now xisting under the present laws of minrship; which opreson, without altration of such laws, wil, in proportion to desirabl improvments in erly genral education, be continually incresing. This, by the wa, is one thing amidst many, that ot, in the increasd liht & vast improvments of the present age, to be impartially & thruly xamind, & recev du corection from public sentiment & the strong hand of legislativ authority. I think it a maxim of natural, independent equity, that free, self-directing lif, shud comence with the powr of procreation, self-gidance, & self suport. And al thes, especally in this cuntry, wud mak thr first aperance togethr, provided the education be sufi-

ciently early & general, as indicated & provided for in this system.

2. It appears from reason, & as far as I have had opportunity to judge, from fact also, that this system, fully follo'd out from an age as early as five years, will, in both sexes, *ad quite for years* to the early & best part of str'ling, self-directing life, qualifying our youth for settling in the world & managing their own affairs, just so many years earlier than has been usual. And, besides, arguing from analogy, where we cannot come at facts, it will, without doubt, add as much more to *the latter part of mans vigour & useful life*. It will probably also greatly increase the health, efficiency, enjoyment, &, consequently, *the real worth of intermediate life*. But, surely, as much as it adds to the worth of human life, just so much it adds to the worth of education. This argument is founded very much on what has been before stated, & in some measure proved by reason & facts. Much more might be said to strengthen it, if time would allow. But *full* proof requires many long lives of continual experiment. This, of course, I must leave.

3. This system adds greatly to the worth of education, by making physical improvement a grand concern. From facts already manifest on trial, its natural fruits, in this important branch, are not over-rated by saying;—It prevents much want & suffering,—gives much additional health & comfort,—preserves much life,—adds much to general efficiency, especially to the more wealthy & educated class of females. In the second Lecture are told some facts in proof of all this, & here you might be told many more, could I state it. But what is a persons sole worth in this life, let it be ever so good & learned, without a substantial, vigorous & efficient body?—Then, whatever this system adds to the physical force & the power of accomplishing, it adds to the worth of life, & of course to that of education. But as this matter has been in some measure attended to before, I will not dwell on it now. If you wish to see this important subject ably & fully discussed, you may peruse Griscoms Animal Mechanism & Physiology,—Comes Principles of Physiology, & Constitution of Man,—Comstocks Physiology,—Albert Writts Report on Common Schools in New York,—& especially Theodor D. Welds Report on Manual Labour in Literary Institutions, & such other books on the subject as may fall in your way.

4. *The wide extent, & generalness*, of this system, also greatly increases the worth of education. This is one of its chief aims, its chief characteristics, & chief boasts. Its design & tendency is, to



to fit peopl in a special & peculiar manr, fr the many ordinary relations, dutis, afflictions & enjoyments of real, comon lif, &, finally, fr the hevnlly stat. It ams at bringing up the yung, as far as it ma be don, in the best theoris & practices, sentiments & habits of the prticular mods, condition & busnes of that real comon lif, upon which they probably wil entr at the clos of thr minority & pupilage. And is not this among the frst dictats of natur, comon sens, & the Bible too? "Tran up a child in the wa *he shud go*." In this conection, I earnestly request al now to considr & realiz *one thing*, which seems difficult indeed to be impresd on the public mind,—that this system is *a genral one*, as wel as self-suporting & libral. It is prepard fr domestic condition, fr mal & femal, & fr both in the sam institution, r family establishment, acording to the dictats of good sens, & the sacred scripturs, as in large & wel-regulated houtholds of parents & children, brothrs & sistrs, & othr ocasonal domestic inmts. It embraces, as befor sugested, the physical, the moral, & the busnes departments, al to be carid onwrd in unisn, & just proportions, with the intelectual & ornamental departments,—with primary & elasic litratur, the comon, xact, analogical, & abstrus siences,—the necessary, the usful, the fine & decrating arts, & the concerns of *beletr* & polit lning in genral; & al this at hom, wher it was desind that men, women & children shud habitually dwel, & ther be usful & hapy. Who then can deny the superir wrth of such an education as this system is desind to aford?

But I hav mor to sa yet undr this head. It has been a comon & sor evl, to be unsuccesful in obtaning a living in the busnes fr which one has, at vast pains, endeavr'd to qualify himself. But this system, *by its genralnes*, preparis its subjees, on failing in one kind of busnes, to engage in anothr, & to use thr lning in it to obtan a competent livlihood,—tho it shud be nothing but agri-cultur, r manufacturing. r teching the primary branches of lning. But frthr;—the education not only of our comon schools, but of our hir institutions of lning, is xtremly partial, having almost an xclusiv regard to the intelectual powrs, to the vry culpabl & injurius neglect of the othr facultis & concerns of men. This ruinus err is sadly manifest in many lrnd & grat men, who hav mor mind than body,—mor gratnes than goodnes,—mor art & intrig than honesty & benevolence,—mor genius &



knolege than civilization & refinement,—mor theory than practice,—mor facultis fr busnes than disposition. Such ar mor lik Belshazr than Daniel—mor lik Haman than Mordecai—mor lik Tarquin than Brutus—mor lik Bonapart than Washington—mor lik Bur than Hamilton. It alwas distreses me to see eth feeblnes of body, r nervus xitability—habits of idlnes, r dissipated charactr—selfish ambition, r cruel tyranny—ya, morovr, *a savage, r a Satan*, in any of the lrnd & grat. It is the voice of resn, that the disposition, the knolege, the powr, & the habits of action, shud recev simultaneus attention & cultur, & gro up togethr. This sentiment striks at the root of a *monstrus mistake*, that maks *monstrus charactrs*. But this system, in evry stage, ams at forming a good genral charactr, wel-proportioned & wel-balanced,—at making men both xelent & grat. It thrfor has superir advantages, & recomends itself to genral patronage & adoption.

5. This system increses the valu of education, by qualifying its sudjcs, in an eminent degree, to impart to cthrs what they themselvs kno. One of the most usful & lucrativ of the lrnd profesons, now practisd in this country, is that of wel-qualifid techrs in litratur, sience, & the fine & ornamental arts. This profesion, it is desind that ech pupil, who entrs at fiv yers of age, shal aquir, & in rathr an eminent degree, at sixteen: Fr, ech pupil, from the commencement of the cors, is larning *what* to tech to othrs, & *how to tech it*. And whil it remans the duty, & the chf busnes indeed, of one genration to educat the nxt, this continual larning *what* to tech, & *how to tech it*, shud preval in evry family, in evry feld, in evry shop, in evry factry, in evry school, & evry othr institution, r place, of necesry busnes r larning; fr non can be xcusd from a ful shar in this main busnes of ech genration. Whoevr knows r lrns any thing valuabl, & has the powr of language & action, ot, at the sam tim, to kno r lrn how to comunicat a knolege of it to othrs. Hence I do not see the necesity of Normal Schools, r Techrs Seminaris—*appropriatly & xclusivly such*. They aper to me no mor needed to qualify pepl to tech litratur & sience, & the ornamental arts, than they ar to tech smithcraft, carpentry, r any othr mechanical r comon trad, r usful busnes. Now I ask al sobr & consid-rat pepl, whethr they wud send thr children to cloistrd theorists, r to practical busnes pepl & the best prformrs, to lrn the

comon, necessary & usful arts r trads fr themselves, & also how to tech them to othrs? The truth is, that any & evry place of usful busnes & larning, of any sort r kind, as specifid abov, *ma be also, & shud be, to al intents & prposes, a Tachr's Seminar*y, wher the pupils wil lrn, & be constantly larning, as in our institution, & as the yungr children in a comon family, & about the comon family busnes, *what* to tech, & *how* to tech it; & thus it wil reman so long as man remans a cretur of education, & not of mer instinct, & com into being in succesiv generations. This sentiment, I know, striks at the root of som vry sor evls & strong prejudices in our comon educational concerns, *especialy that of shuting up our yuth in somthing like a monastery to lrn practical & profesonal busnes*, with which to obtain an honrabl livelihood abroad among men. It is also in strong colison with a doctrin latly imported from the continent of Europ, & is becoming populr in this country, (wher things ar difrent as to the necessity of the cas,)—is oftn made to aper to many plausibl,—is geting into som of our Stat Legislatures, & wil probably, fr a tim, reman quite curent, & oca-son vast expens, befor it shal rech its sur & final destiny, *entir rejection*. My objection to thos of such Seminaris, now xisting, is not, howevr, to them as litrary institutions, r places of usful larning: *but to them as Tachr's Seminaris, merly & appropriately*. Multiply schools on this nw, peculiar, self-suporting system of genral & libral education, & yu wil hav a plenty of frst rate Tachr's Seminaris in the natural cors & ordr of things. I beg that this frank avowal of my convictions on this subject, fr the good of my country, ma not disgust r ofend any advocat of Tachr's Seminaris, many of whom I hily esteem, but who, I think, on this subject, ar mistakn. I also beg them to revw this whol matr. & that with deep concern & just impartiality.

6. Anothr thing which gratly augments the wrth of an education undr this system, is, that, in its natur & objects, *it is wholly & alon purly republican*. It “rases the poor from the dunghil, & lifteth the needy out of the dust.” Its desin & tendency is, to banish not only igrance & vice from the erth, but also tyranny & opreson of evry sort. Let it hav unrestrand progres, & it wil presrv, xtend & improv al free institutions, both civil & ecclesiastical. This results not only from its provisions fr self-suport,—thus giving equal educational privileges



to al of evry condition ; but also from the intrnal management it requirs, & its peculiar arangment & formation of clases. No distinctions wr knon among our pupils, but thos of age & genral merit. Ther wr, howevr, held out to vw, constant & strong inducements to influence al to do wel, & that on corect moral principls.

The peculiaritis in the formation of clases, ar intended fr the sam end. They aris from the divison of the pupils, admitted during elevn yers, into fiv clases only. The Freshman clas is desind to contan the pupils recevd during the three frst yers, & of cors to be divided into three distinct gradz ; the Sophomor clas, to contan thos recevd during tw yers, and divided into tw gradz ; and so of the Midl, Junir & Senir clases. The graduating of the frst grad of Senirs anually, causes an advance of one grad thro the whol. Thus the second grad of the Senirs becoms the frst ; the frst grad of the Junirs becoms the second of the Senirs ; & so onwrd to the frst grad of Freshmen, which is suplid by admisions. This arangment wil place ech grad, of cors ech pupil, altrnatly in the society of superirs & of inferirs, & in the condition of formen & foloers, of helprs & the helpd. This plan of forming clases I considr entirly nw, & an important matr in al genral, economical & *republican* education.

This system of free, genral, libral & christian education, r som othr contaning its chef feturs, must preval ovr the erth, befor truly christian republicanism, with the blesings of univrsal pece & purity of hart, & xelence of moral charactr, wil preval, & produce al the rich tempral blesings xpected by many christians, & othrs, in som futur "Goldn" r "Milenial" age of the wrld. What tru christian republican & philanthropist, then, wil not encourage it ?

7. The mod of living requird by this system, which was partially adopted in our institution, ads gratly indeed to the wrth of education. This mod, evn at the sam price, wud not only be far the betr fr helth & vigr, both of body & mind, but fr gustation too, r the plesur of eting & drinking, if you blush not to nam it. Besids, in comparisn with the dietetic practices of Nw England pepl, of the mor welthy & educated clases fr the last thrt yers, this mod of living wud cost *but haf price*. Of cors, it wud dubl the valu of the sam proprty devoted to a livlihood. What an advantage this, thro lif. to thos dsposd to aval



themselves of it! Here indeed is an imens object. Fr it wud sav the yung one haf of thr tim from fiv to sixteen yers of age, (during which trm it has been alowd that children usualy pay thr wa, & that only), r about sevn hours a da, to be devoted to xtra lning & a genral education. What wondrs this wud of itself acomplish in the province of education, during the long cors of elevn yers; & that too asid from the considration of the grat incres of the wrth of this tim, by union, during most of it, of propr wrk with oral instruction! Now, if the saving of one haf of the tim of children from the usual xpens of living, during such a trm of thr ductil, forming age, fr the prposes of education,—the grat incres of the valu of this living,—& the genral plenty, es & comftrt during lif, proceeding therfrom, be objects of any consequence,—then surely an education undr this system, in which this mod of living is an esential part, is proportionably valuabl.

8. An education undr this system is of grat & superir valu, becaus it tends astrwrds to prevent, in wrkshops & othr companis, especialy of yung pepl, ethr a painful vacuity of mind, r such “evl communications” as “corupt good manrs,” by substituting in place therof, such profitabl convrsation, r oral instructions, acording to thr erly habits, as wil promot sobriety & vrtu, dignity & wrth. This is a considration of no smal importance to the population of any manufacturing cuntry; of cors to that of Nw England, which is rapidly becoming such a cuntry, & is colecting fr busnes, into convisibl companis, many of its yung pepl of both sxes,—situated of cors vry favourably fr improving, r demoralizing ech othr. This shud be wel considrd by al.

9. The superir wrth of an education undr this system, ma aper from the foloing considrations:—Grat care has been takn, irrespectiv of formr customs, to ground its principls on the harmonius dictats of natur, of Divin Providence, & the Bibl, thes three grat & only mediums of revelation from God to man. Thes hav stood, & wil stand, the tru, the chf & final corectrs of the wawrd feelings & conduct, opinions & customs of fro-wrd, ering man,—restoring him soonr r latr to the paths of truth & honr, riteusnes & felicity. Surely, then, a long cors of education—long enough indeed to produce a system of corect sentiments & habits, & of qualifications fr self-government,

self-direction, self-education, & fr suport & usfulnes in lif, formd on thes prinsipls, must b of vastly superir utility, prsnal & sosal. But frthr ; 10. It is a maxim with me that al prsns of comon facultis, ar formd capabl of education & sucesful entrepriz in *something* fr the benefit of themselvs & othrs, and that *this something* may, & ot, erly to b discovrd. This systm, bgining in sesn with children, givs fair optrtunity fr the development of thr geniuses, inclinations, capasis & facultis, & that in propr tim to b discovrd by disrning & fathful parents r techrs, & to resev a propr direction into that cors of larning & busnes fr which natur desind them, & in which alon they can xel, r b usful & hapy. Thus yu se that a long cors of *mis*-education, r misaplication of tim, talents, & labr, is here scarsly probabl. Whenever any pupils aper tird of one kind of larning r busnes, r aper to hav no natural adaptednes to it, ther is tim enough to trn them to anothr, & *anothr stil*, if nesenary. Shud any manifest a disrelish, r avrson tords evry important litrary & sientific subject, which, howevr, undr the provisons of this systm, is scarsly probabl, then let thr attention b trnd to som of the usful & ornamental arts ; r to som one branch, r mor, of the comon nesenary busnes fr lif, al which ar vry valuabl parts of a good erly education. *But nevrr crowd them with any kind of larning r busnes in which yu canot r do not, sonr r latr, vit thr nobl felings r genus zel.* A strict obsrvans of this rul wud prevnt much shiflesnes, idlnes, povrty & misry, & ad gratly to the quality as wel as *quantity* of education, & rendr it strongly probabl, that no one wud graduat from an institution of this sort, without the nesenary qualifications fr som productiv, usful & respectabl busnes & station, in a fre, enlitnd & republican community.

Now, if al, r any, of thes ten resns, b sound & prtinent, then *a thrd important position*, & also *a thrd chef pilr* in this systm of education, is establishd ; namely, *that an education undr it is of superir valu.*

With the notis of som frthr advantajes of this systm, I shal clos this lectur. And

1. It blends in fit relativ proportions, the good & wrthy parts of othr systms, & the many difrent usful methods of instruction. Ther ar probably peculiar advantajes found in al the difrent systms & methods of education & instruction, which hav ben invented & trid in difrent ajes & cuntris. It has thrfor ben

an object with me to combin & amalgamat al thes advantages, & as many othrs as I culd discovr. Hens, in forming this systm, ther has ben a constant aim at colecting & uniting, in sutabl relations & proportions, the distinct & apropriat bnefits of a privat & a public education; of a jenral & spesific one; of one in litratur, siens & busnes; of one in morals & the relijon of natur & the Bibl; of one in the ornamental, as wel as the mor nesenary & substantial branches; of one, in fine, prsud by the difrent methods of instruction, as circumstanses ma allow, r xpediency demand, such as oral & bok instruction, solitary & sosal, self & preseptral, mutual & monitorial, theretic & xperimental; also, that of study & reflection, of natur & of art, of xampl & of practis, of jrnying & periodical reding fr an aquantans with the wrld, & the histry of ons own tims, &c. If any thing considrabl tords this grand object has ben acomplishd, surely a good wrk in the provins of human improvment has ben bgun, which, by al means, shud be prosecuted. A systm of education, comensing with the frst, r vry erly oprations of physical, sensitiv, moral & intelectual natur, continuing thro a reglur cors of ten, twelv, fiften yers, r mor, of the forming aj, directing & encrajing the primary efrts of the varius powrs, by difrent apropriat means, such as striking pictural & modl representations, by the kindest & planest oral instructions, & at just aj, by the rit use of propr boks; a systm inded desind fr jenral improvment in al things that go tords rendring pepl agreabl & usful, respectabl & hapy;—such a systm truly as must, on al hands, b aknoled to b fr the bnefit of the wrld, *is gratly neded*. Now, if this systm shud chans to b such a one, how important that it b spedily & univrsaly non & adopted.

2. This systm taks any children of good promis, espesaly the most nedy & unfortunat, including thos of ethr sx, ho, by bodily infirmity, ar unfit fr any busnes xept—that which is sedentary & liht, at about fiv yers of aj, & caris them forwrd til about ~~sixten~~ sixteen, wholly by the cultivation & employment of thr own powrs, in a cors of jenral education fr comon r profesonal lif. It is desind to *finish* the primary, elasic, & profesonal r busnes education of femals, by the last mentioned aj, r, to frnish them wel fr self-control, self-teching, self-car, & fr wrth, respectability & enjoyment, in any propr condition r employment in lif, espesaly that of houskeprs & of primary techrs. But I wil not enlarj



on this topic here ; fr femal education, acording to the plan & provisons of this systm, is to b the subject of the nxt lectur. From this item, it apers, that this is a *charitabl* as wel as an educational systm, &, on that acount, it shud b duly apresiaded.

3. Such is the simplisity & economy of this systm ; such the es of puting it in opration imediatly in any plas, in any r al of its mods, by any qualifid techrs ; so litl the hazrd of los in cas of falur r discontinuing the busnes, that none ned b asrad of trying it. This is to be reknd as one of its advantajes.

4. Shud any institution undr this systm b found aproching a stat of povrty r want, its fiarsial condition miht b vry esily improv'd, ethr by crtaling xpenses, r by prforming on emrjensy mor of productiv busnes, r by atending les, fr a tim, to bok-study & manual larning, r by lengthning the trm of the regulr cors. In this ar found means of presrvation & prpetuity, which othr systms do not aford. This is surely an advantaj.

5. The nesesity & oprtunity togethr of obtaning education, if at al, r, of storing up in ons own self, the vry best of proprty, by ons own efrts, awakn the entrpris of yuth, incres thr dili-jens & enrjy, & giv them a far betr education than can b obtand in any condition of welth & es. In this thing, *povrty. insted of welth, givs powr.* This was the cas with the ansent Greeks, ho wr comparatively fw & indigent, in thr conflicts with the far mor numrous & opulent Prsans ; & the sam is oftn the fact in our da among men. Now this systm ofrs this oprtunity to al the yung, ho poses talent & entrpris, howevr poor, & of cors *chanjes thr povrty into riches !* This is inded a grat & singulr advantaj.

But, afr al, I depend but litl on speculativ resning, r mer the-ry, r any arguments that presed xperimental prof. Facs aion must finaly spek, & desid the merits of this, & evry nw project fr the improvment of mankind. Fair & thoru trial, & a dispo-sition to se & aknolej the results, is al that is now demanded. But let none depriv themselvs of good, by want of du candr & patient & thoru investigation. Let prejudis & naro & ilibral vws b banishd, & sobr resn & Divin Revelation sit & rein un-distrbd on thr thron. Amen.

## LECTURE V.

## FEMALE EDUCATION.

This lecture has special concern with females,—with parents of rising daughters,—with truly republican statesmen & christians,—& with the friends of all just means of raising the true worth & glory of female character. It embraces a subject which has, during forty years, taxed my heart & mind;—but more severely the last fifteen years, at the commencement of which, not only the importance, but the feasibility also, of a self-supporting system of general & liberal education for females, became to me more apparent. This subject truly lies at the foundation of general human improvement, honour, & happiness: For, the more delicate sex, as the earliest & most efficient educators, have much to do, & do much indeed, towards producing the character & condition of mankind. Therefore, in preparing a most effective agency for the general & permanent good of our race, both physical & sensitive, mental & moral, nature & experience teach us to begin with the finer & farther material.

This whole system of education had its origin in a strong sense of the radical defects in both the quality & extent of the usual female education, & an ardent desire to furnish young females, especially those of the less opulent classes, & *al so disposd*, with an education far more general, extensive & valuable. Of course, it was necessary that it should contain, as an integral part, the means of an entire, & almost entire, self-support. Such a system has been proved feasible, by being practised in a small institution, in the State of New Hampshire, rising of six years, & was found even to out-do all my own previous expectations, & to answer almost as well for males as for females, & for both in the same seminary. This protracted experiment gives me full confidence in the ability of the system, to afford to all females of common faculties, who can be allowed the time, by the exercise of their own powers, from about five, six, & seven years of age, to about sixteen, seventeen & eighteen, *a thorough & liberal education*, embracing all needful literary, scientific & ornamental learning, the theory & practice of household business, the common female trades & occupations, the concerns of health & physical efficiency, the principles & habits of care, neatness, economy, order, civility, virtue & energy; & by protracting the time, if necessary, to any extent to

which thr talents & entrpriz ma lead them. The jenral adoption, then, of such a systm, fr the education of those ho ar to b the futur companions, the mothrs, & the earliest techrs of the sucesiv jenrations of our cuntrymen & of the hol ras, canot b thron among the trifling afars of christian republicans.

*Defects in the Formr & Comon Methods of Femal Education.*

In the liht of the present aj, xamin the usual methods of femal education, rising abov the atmospher of the comon scols, as jenrally practisd in this cuntry, fr mor than haf a sentury, & yu wil find them vry defisent in matrs quite material, & loudly caling fr radical improvments. Alow me now to point out som of thes defisensis, & to sho thr remedis in this systm, —which is the chef object of this lectur.

1. The xpenses, evn of this vry defisent education, prsud to any considrabl xtent, hav ben byond the vws, felings, r means of the grat mas of our population. In cases wher yung femals cud not bord at hom whil atending hi femal seminaris, the xpenses of ech, bsids hr tim, not crtald by any charity, direct r indirect, including bord, clothing, tuition, rom-rent, boks, transport, & al othr items & insidentals, hav not, I presum, on a jenral avraj, faln far short of *four dolrs a week*. At the Ipswich Seminary, Mas., wher I conclud christian economy was taut & usd, al the xpenses amounted, I belev, to quite that sum. At the Mount Holyok Seminary, at South Hadly, Mas., yung & flourishing, an institution vry populr with the industrius labring clases of Nw England, tho partialy self-suporting, notwithstanding al the laudabl & sucesful efrts to redus the xpenses, if my infrmation & calculations ar corect, stil they amount to but a litl, if any, short of *thre dolrs a week*. At the institutions desind fr the libral education of the opulent, in which not only clasic litratr & siens, but the ornamental arts, ar much taut, I think al the abov-namd xpenses amount vry nerly to a dolr a da. In ordr that a fathr ma, at this rate, educat a family of dautrs, he neds not only a vry libral hart, but also something lik a prinsly fortun. The natral consequens of this, wheithr it aris from the indigens, the ignorans, r the parsimony of parents, is, *that a vry larg portion* of our yung femals resev but litl education, sav fr a subsistens, barly tolbrabl; & *that* at the comon scols, wher jenrally the revrs of femal delicasy, & the refinment of the



moral felings & sentiments, is promoted. Wherevr this is the fact, society is retarded in varius valuabl improvments, & the distinctions btwen the difrent elasēs of society, as to welth & powr, mutual respect & social intrcors, ar daly groing widr & widr, mor & mor injurius & opresiv to a vry considrabl part of the comunity, & alarming to al sound-harted & enlitnd patriots & philanthropis. Provison then fr a femal education mor xten-siv & equalizing, as wel as mor thoru, rational, & usul ;—provison which shal prevent the evls arising from the usual xpens, is imperiusly demanded. The want of such provison has caused a ruinus blot, r rathr a dangerus chasm, in our stat & national polity, & in our many important sivil, litrary & charitabl institutions. Now this peculiar systm of education, maks this provison completly. Fr a most valuabl jenral education, it requirs no xpens but that of tim, from about fiv to sixteen r eiten yers of aj ; & oftn not al that inded ; fr in my trial schol, bfor aluded to, som of my eldr inmats, that wr temprary manual-labr bording scholrs, in vry good tims, bsids paing thr wa, *laid up*, by thr wrk, somthing ovr & abov thr education.

If I do not mistak, it is a sentiment curent, evn among the les welthy, that dautrs from the aj of fiv, six, r sevn yrs, to eiten, usually ned fr thr own suport & comon scanty education, al they can ordinarily ern, r mor. This setls the question whethr parents wud b pecuniary losrs by erly devoting thr dautrs to such hi privilejes, provided the objection of xpens shud b removd by any fesibl method of self-suport.

The most degraded, vitiating, & misrabl portion of any stat r nation, not disfranchisd, consists of thos ho wr poor femal children, whethr orphans, r the dautrs of vry indijent & corrupt parents, whos minds, in erly lif, wr not duly furnishd & elevated. Tak awa the xpens of a first rate education from bfor such, & yu at ons opn the wa, directly & farly, to thr advansment in wrth, honr & hapines ; thus riding fre republican sosity of its most pestifrus, trublsom & lothsom part. Here surely is an object fr evry enlitnd citizn.

Besids al this ; remov the xpens of a hi femal education, by adopting a just & practicabl self-suporting systm ; & al vrtuus femals of comon capasitis, miht, without mony, procur a far mor valuabl education, than both talents & mony togethr hav ben acustomd to acomplish. Fr, *in the vry mats of self-suport, they*

*nessarily aquir the nolej & habits of busnes, a most important part of a good & avalabl education.*

But this is not al. We do ned self-suporting femal seminaris, located at convenient distanses thro the land, espesaly fr the jenral & libral education of the dautrs of christian ministrs, whos proprty is usually far from equaling thr education, thr influens, & respectabl standing in good society; also, ocasonaly to acomodat the dautrs of som welthy & truly wis parents, ho ar economical & truly republican in thr felings & practis; also, to frnish a mor prmanent hom, a mor parental & trusty supervison, & a good education, to som welthy orphans, & to the dautrs of foren residents & foren misonaris,—that thr patrimonis, if any, ma b resrvd fr settlment in lif.

Such establishments, tho smal, if proprly difusd, wud also tend to ras the standrd of comon domestic education, theretic & practical, & jenral improvment in houshold consrns, *something xtremly neded*. What vast advantajes, then, wud result from removing al pecuniary obstacks in the wa of a most jenral, xtensiv, & usful femal education.

2. The tim alowd fr a femal education has ben *too short*.—This has probably ben ocasond mnch by its grat xpensivnes & lat comensment. In this short tim, a mer patch of the grat feld of usful & libral femal larning, culd b tuchd, & evn that must b pasd ovr in a hry. The mind is stord with a fw crud materials, & a smatring only of the varius branches. Nothing is plasd in ord, r proprly digested. Nothing, almost, is made sufisently practical, r redusd to practis. But this systm, by removing the xpens, & bgining erly, at ons braks the naro limits of education; prevents al hry; givs oprtunity to dijest al things proprly & in sesn, & rendrs evry thing practical; & puts in practis, & that too in the comon afars of life, most of the important branches of larning.

The shortest tim herin contemplated, is from fiv yers of aj to sixteen, to b spent acording to som regulr cors, lik that soon to b delineated. This trm of elevn yers givs oprtunity to lrn, & to lrn wel, theretically & practicaly, the many parts of a jenral & complet education.

In adition to clasic & busnes larning, this systm afords superior facilitis fr *genral nolej*, aquird undr propr gidans, by xtensiv reading, espesaly of good select periodicals,—much travling &

obsrvation. This provids a nesesary & suffisient antidot aganst the unsosal, stif & forbiding manrs, & the varius disagreeabl ec-sentrisitis, insident to a reclus & studius femal lif, which shud by al means b avoided. Now whethr it lead yu to derid me, r not, I can, from xperiment & sufisient trial, confidently asfrm, that, in my vw, it wud sem no vry xtraordinary afar, within the presincs of this systm, fr femals undr its avantajcs, besids self-suport, & the ornamental & busnes branches, by the aj of eiten r twenty, to aquir as xtensiv, as solid, &, on the whol, *as good* an education, in *litratur*, *sciens* & *beletr*, as has ordinarily ben posed by yung men graduating from our colejes.

3. Ther has, in femal education, ben ensential falur with respect to domestic philosophy, houshold consrns, & usful femal trads & ocupations, proprly intrwovn with othr branches of lrn-ing. The evls ocasiond by this, espesaly in the mor advanced grads of society, hav ben severly felt, in the prodigal wast of helth, hapines & evn lif, in the selibasy & consequent lisentius-nes of the othr sx, in redusing opulens to bogary, & in ad-ing misry to indigens & sad revrses of fortun. But this systm provids aganst thes numrus & sor evls, by giving, a compe-tant education, theretic & practical, in thes matrs so esential to comon lif, & so condusiv to domestic prosperity, comfort, & joy. This yu wil prsev by attending to the cors markd out in the foloing

### *Schedul of Subjecs & Matrs of Attention fr Elevn Yers.*

FIRST YER ; Æ. 5. This is the propr aj fr children to quit the infant staj of education, & to comens one acording to this systm. They shuld, this yer, & subsequent yers, fr the proposes of helth, good habits & self-suport, pa som attention, ech da, to such liht chors & labrs as ar fit & propr fr thr aj, & b mad to feel that they hav a charj to which, in propr seson, they must punctualy, promptly & fathfully atnd without frequent notis & odmonition. The instructions givn them shuld b of the oral, sampl, & modl kind, & relat vry much to facs & simpl prinsi-pls in comon things, & without formality, shud b conducted by the planest & most intresting ilustrations, pictural representa-tions, & as far as posibl, by actual obsrvation. They shud resev instructions in languaj, in numbrs, in natural histry, in draw-ing & music, & such othr usful branches as yu can mak *plain*



& *intresting* to them, & *non othr*. Thr physical, mental & moral sensibilitis, shud b much cultivated by frequent aplication. They shud hav litl to do with letrs, unles to lrn thr nams, & to form them on sand bord, r slate, with finger, r stik, r chak, r pensil. Let them b intrested & plesd, gided & taut; but nevr crowded r disgusted with larning, r any thing in its atmospher. Fr the powr of erly prejudis is *vry grat*.

SECOND YER; Æ. 6. Much attention shud now b paid to the felings, the sentiments, the preposesons, the likes & disliks, & espesaly to *the habits*, of yung femals. On account of the invetrasy of habit, a good habit is a vry valuabl artiel of proprty; but how degrading & ruinus is a bad one. A prsns habits astr al ar the foundation fr confidens, r the want of it.—Let them continu in things bfor mentiond.—Atend som, as they ma sho a desir & relish, to vry esy reading. But they shud not b alowd to read any sentens vocaly, without previously, by oral instruction, undrstanding wel the mening, the speling, & etymology of ech wrd. To secur, & xhibit, thr nolej of wrds, let them form short & esy sentences of thr own, contaning one r mor of the wrds which they hav ben larning, that they ma mak them efectualy thr own, & to hav them alwas redy at hand fr appropriat use. Thus they will b, esily & imprseptibly, advansing in defining, speling, reading, gramr, & composition, *al at ons*. They must not b hurid in the use of letrs. They shud b intrested & led on by varius indusments in evry matr, & not b subject to werines, r irksom & distresing lasitud. Let them b taut submission & strict & prompt obediens to propr authority;—prety & modest bhavir;—esy, natural, frank, & respectful apereans;—du attention to thr own prsns, & to matrs & things around them;—*car, netnes, savingnes, ordr, & activity*.—They shud b led on wrd, as fast as ma b, in the grand matrs of self-presrvation, self-govrnment, & self-instruction. Thes ar things that shud recev much erly atention.

THRD YER; Æ. 7. Ech shud, som part of the tim, asist in cooking;—in the consrns of the tabl & of the tabl frnitur;—in the consrns of the beds, & othr houshold afars, togethr with thos of the flewr & botanic gardns;—jenrally howevr, as a sort of an aprentis to anothr & a mor advansd pupil, & in company with hr. Whil atending to thes things, instructiv convrsation shud b carid on, by the acting forman, respecting the natur &

objects of the busnes in hand, & the best ways of doing it, r, on othr subjecks. This wud divrt the mind, prvent fatig, & b othr-  
 wis profitabl.—They shud resev oral instructions, whil doing  
 wrk that alows of it, whethr siting in clas r not. *Grat eforts*  
*shud b usd to hastn them forwrd in the nolej & use of vrbal, oral,*  
*vrnaculr languaj.*—Much shud b don now in mental arithmetic,  
 & in drawing diagrams, the numerical figrs, the letrs of the al-  
 phabet, & varius othr shaps & forms fr divrson & a plesant sub-  
 stitut fr othr busnes, whil reseving oral instructions.—Jeogra-  
 phy, including jeoloyj,—physiolojy, including anatomy,—nat-  
 ural, sivil & sacred histry, & music;—al thes shud, thru the hol  
 cors, resev mor r les attention.

FORTH YER; Æ. 8. Progres shud b mad in varius branches  
 of larning bfor bgun, such as physiolojy, languaj, music & his-  
 try, including travls, voyages, & biography.—Atend som to  
 varius esy reding fr advans in languaj & jenral nolej. Bgin to  
 rit, paint, travl fr divrson & improvment. Practis ritn  
 arithmetic ocasonaly.—Fine sewing, niting & brading of varius  
 kinds, shud b usd to xrsis thr ingenuity, & to improv them in  
 thes arts.—Along in this staj of lif, from six to about twelv yers  
 of aj, much ablution & athletic xrsis in busnes, divrsons, &  
 recreations, as much as ma b in opn air, shud b encrajd &  
 practisd.

FIFTH YER; Æ. 9. Varius things usualy found in spel-  
 ing boks, shud b lrnd, such as the objects of letrs, thr difrent sorts,  
 thr respectiv ofises in representing oral sounds, thr unions &  
 combinations, the use of thr capital forms, & thr mening as  
 Roman signs of numbrs,—abbreviations of wrds,—punctuation  
 —the spelng of wrds, similr in sound, but disimilr in orthog-  
 raphy & mening,—the difrent mesrs of vrs,—the modulation  
 of the vois in reding & speking, including the grand consrns  
 of acsent & emphasis,—also vulgrisms & thr corections.—The  
 syntax of the English languaj shud recev som attention.—Com-  
 position fr corection shud b ritn as oftn as ons a month, &  
 continu'd to the end of the cors.—Comens the charg of som p-  
 ticulr busnes in domestic afars, & som car & direction of  
 yungr grl employd with hr in the sam busnes.—The senses  
 of curiosity & novelty, of buty & deformity, of harmony &  
 discord, of grandur & sublimity, of propriety & impropriety  
 of fitnes & unfitnes, of dignity & menes, of onr & shame,—



& of rit & rong, shud at this aj b much cultivated, that the child ma b mad to shudr at the idea of any thing incorrect r bas in hr own sentiments r conduct, evn if non only to hrself. The most importans of this thing, it sems has ben comparativly but littl felt.—Instructions in the moral qualitis of good caractr, espesaly the relijon of natur & the Bibl, shud b erly bgun, & carid on, thru the cors, prticularly on the Christian Sabath, & in conection with the daly sosal wrship of God.

The objects of the formation of the difrent sxes,—the proper treatment of ech sx tords the othr,—the important consrns of marij, of vrtuus & onrabl intrcors & jenration,—also of what is visus, unlawful & bas btween the sxes, shud as erly as this, b, by the mothr of the family r seminary, fuly but privatly taut with the purity, simplicity, & dignity usd by the insprd writrs of the sacred scripturs on thes delicat subjects. This wud form in the mind the substantial prinsipls of desensy & chastity in riht, spech & action, & the only frm & efectual barier aganst that flood of unchast lisenstusnes, whethr solitary r social, that is fliog, evn among children, to an alarming degre, & is threatening to inundat, degrad & putrify our nation. The necessity of the cas demands, & justifis, this alredy vry lat notis. The providens of God has givn me nolej of such a multitud of apaling facts in relation to this matr, as hav xited my atntion & anxietis as a parent, as an educatr, as a philanthropist, & a christian.

SIX YER; Æ. 10. Refinement of felings & manrs; prid & humility; vanity & modesty; arogans & meknes; presumption & jentlnes; indifrens & xitments; impudns & bashfulnes; felings & xpresons respecting ones slf; frbarans & revenj; emulation & envy; condesenson & srvility; slf-control & forgiveness of injuris; prsonal & sosal rits; truth & falshod; speking & keping silens; tradition & custom; resn, prejudis & delusion; dignity, independens, & afability; industry & economy; dependens on prsonal efrts, & the peculiar enjoyments of thr proseds & results; the aquisition & use of proprty; wrldly happiness, prsnal & sosal; propr conduct in cas of insult r asault; of bhavir in prosprty & advrsity, & in tims of danjr, sudn emrjnens, & stranj ocrenses; the natur & aplication of wisdom in genral,—al thes, ar subjects propr fr much atntion & instruction at this aj, & aftrwrds fr revw & composition.—Bgin botany & gardning.—Advans in varius busnes fr education & slf-sup-



ort.—Let pupils about this tim, b plasd wel on thr gard agat afectation & xentrisitis in thr manrs. Let them improv as much as posibl ; but let them b thr own, simpl, unasumin unafected slf stil.—Al this surely is a grat & good wrk fr o yer.

SEVNTH YER ; Æ. 11. Let the pupils becom formen in su labrs & techings, fr which they hav becom competent. Th shud b kept up thro the remandr of the cors, fr asisting t faculty, & aquiring fr themselvs the profeson of educatrs techrs. Atend to rudiments of hir sienses ; to the philosophy languaj, oral & ritn ; to Latn & French,—a litl to Hebrw Greek, & prhaps othr languages, chesly howevr, fr amusem & *jenrl nolej*.—Atend to washing, irning, & reparing garmen—to darying ; to cuting & making loos garments fr childre & such othr houshold manufacturs, as ar estemd nesenary profitabl, & fr which they ar competent.

EITH YER ; Æ. 12. This aj of femals ma b fixd on, if p viously wel educated, as the ordinary boundry btwn childhod woman-hod, produsing the propr bhavir, & reseving the respect of yung ladis. It is an epoc in thr lif, which has usualy, in my family & educational institution, ben markd w peculiar instructions, peculiar presnts, & peculiar confidns.—Ate to retic & critisism—to a regul cors of sivil & ecclesiastic histry, & cronolojy.—Comens painting, jeometry, trigonometry, & aljebra.—Atend much to music, both vocal & instrumental.—The hir consrns of manrs, such as the propr combinati of dignity & es, modesty & confidns, respect & disdan, kindness & caution, shud now resev much atention.—Wrk som milenary, dres-making, & talring, & such othr femal ocupati as ar found convenient & productiv, & nesenary fr a comp busnes education. They shud read varius boks, ritn espesial fr the benefit of yung femals.

NINTH YFR ; Æ. 13. Atend to minralojy, chemistry, dying cloths ;—to colecting a cabinet of natural & artifsal curiositis ;—to the natur, causes, evidenses & remedis, preven & restorativ, of comon family diseses, espesaly thos of femal—to the manufactur of varius artiels fr family use, such as candles, soap, &c ;—to the varius branches of natural philosophy including astronomy ;—to mental & moral siens, & the rit

resn ;—to conic sections & fluxions, r difrential calculus.—  
 them now b mad to fel, that it is a hi object to b wrth som-  
 ng, as wel as to b thot somthing of.

TENTH YER ; Æ. 14. Bgin by trns to suprintend the cook-  
 & clothing, not only acording to nw & reformd methods,  
 acording to old & comon methods also; & to the femal bus-  
 that counsrns the provison fr a domestic establishment ; that  
 informing the providr what is neserary, storing & loking to  
 ftr brot into the hous, & placd undr femal car.—Bgin to  
 & mak al kinds of garments fr mals & femals, (xept pr-  
 os mens coats.)—to presid at tabl, & wait on company.—Lrn  
 w to resev propr atntions & wating upon by othrs.—At-  
 d to domestic philosophy, including the origin, constitution,  
 good manajment of familis; also a carful, neat, economicial,  
 rly, & enrjetic houswifry; the jenral education & diciplin  
 children, physical, intelectual & moral, from the first jrm  
 being, whethr in familis, r schols, r othr institutions; also  
 education of femal yuth.—Som things, comensd bfor, shud  
 continud, espesaly the siens of mind & morals.

THE ELEVENTH & LAST YER; Æ. 15. The pupils shud discus  
 portant subjes & questions among themslvs; atend to the rits  
 obligations of men in sosiety,—to the varius indications of  
 ractr, & motivs of action,—to the dutis & privilegejs of femals  
 the many probabl & posibl conditions of lif,—to the matr  
 sivil govrment in jenral,—to the comparativ merits of difrent  
 rms of govrment, espesaly to our own national & stat con-  
 tutions,—to the valu, presrvation, & propr aplication of propr-  
 —& to bok-keping.—The yung ladis shud, this yer, pas a  
 aral revw of the hol cors, & note in a bok the mor important  
 atrs fr refrens in subsequent lif.—They shud resev many kind  
 apropiat parental instructions & counsels on leving thr Al-  
 a Matr, & steping abrod into the wrld.

It wud b wel, fr institutions of this sort, whethr xclusivly fr  
 mals r not, to b regulated & instructed by a faculty, consisting  
 a suprintending Fathr & Mothr, & othr neserary asistant pa-  
 nts, chosn & sustand by a bord of trustes, & undr the supr-  
 sion of a bord of visitrs. Individual & independent femals,  
 owevr, of sufisent lring & entrpris, of good finansal &  
 onomical facultis & habits, mit posibly sucsed wel with similr  
 titutions of twenty r twenty-fiv pupils,—femals only.

In my infant institution, denominated "the orphans hom, united with a self-supporting seminary for general & liberal education," very considerable attention was paid to domestic affairs, that very important, but commonly neglected branch of a good & available female education. At the semi-annual examination, on the fortieth of October, 1836, the female pupils, for the first time, were examined on the origin & constitution of families, & the most important household matters, including housewifery in general. Under this head were arranged—1. House-keeping. 2. Dietetics, including the female concerns of provision, the cooking, darning, & the affairs of health & medicine. 3. The clothing department. 4. Domestic manufactures. 5. Infant education, physical, mental & moral. This part of the examination, being a new thing in the land, if not in the world, excited considerable attention & interest among spectators.

Now I ask all the wise men of the land, & wise women too,—the Solomons & the Franklins, the Abigails & Hannah Mors of the day,—whether the grand concerns of housewifery, theoretic & practical, should not, in connection with literature & sciences, manners & morals, constitute a large & honorable portion of female education?—This would not, as some object, prevent or diminish duty of person, neatness & grace in motion, nor any desirable delicacy & refinement of feeling or manners. On this so great & important a subject, I cannot now dwell, but pass to another fault in the old methods of female education.

4. There has been strange & painful neglect in the physical department. This has a strong relationship to the foregoing. I cannot believe the public mind to be so deluded, as not to be somewhat sensible, that in the common method of female education, the physical stamina have not been sufficiently nourished & guarded, the bodily health & efficiency not duly promoted, & the corporal powers not properly exercised & improved. Nor could this be done indeed, on the old plan, without prodigal waste of time & strength, thrown away daily in sports & play. The evils from this source are beyond calculation. O what criminal waste of health, of comfort, & even of life, has there been, especially among the more wealthy classes. The muscles must be exercised, & that abundantly, & physical damage must necessarily ensue, & the evils inflicted on woman greatly increased. The human family were formed for activity of body & of mind. He or she who breathes & sleeps, eats & drinks, must exercise in due propor-



tion, r ethr comfirt, r helth, r lif wil b sacrificd. Busnes at ons plesant, onrabl & profitabl, engages the mind & xrsises the hol systm, is mor liabl to b psud calmly, stedily, tempratly, regulrly, & with good felings, & is thrfor, in a being of reflection, moral sens & forcast, mor condusiv to helth, than mer sport r pla. Regulr & engaging xrsis, natur demands, & must hav, r she wil, sonr r latr, mak us feel hr just displeur. Think not, ye parents & dautrs, of violating natur with impunity. The da of retribution wil surely com.

Insted of habits too sedentary & inactiv fr bodily development, helth & vigr,—insted of waltzing, jumping the rop, & calisthenics,—insted of varius jymnastics, gambolings & romplings, othrwis profitles, this self-suporting systm frnishes almost a ful suply of divrsion & recreation to the mind & xrsis to the body, in varius busnes, at ons nesenary, plesant, helthful, profitabl, &, withal, condusiv to a vry esential part of a good femal education. This is manifest from the cors just markd out, & the advances made in that cors by my trial schol.

In addition to xrsis & recreation, a good physical education has, from infansy, & evn from brth, much consrn also with diet, aring, clenlines, clothing, sleep, mental quietnes & gladnes of hart,—al fr helth, efisensy & comfirt. I did not nam *medisin*; becaus I think that, if femals wr manajd & treted proprly from the comensment of thr xistens, vry litl, if any, wud b neded.

With regard to thes chef matrs in a femal physical education, ther hav ben jenrally practisd vry prnisus errs. This is planly provd by the much feblnes, the grat use of *medisin*, the nrvus diseses, the vast sufrings, & the dolful degre of prematur deth, among the vrgins & mothrs, the buty, deliht & glory of the land. But to point out thes errs vry particulrly, & to sho thr ear in this, r similr systms & institutions, is a wrk too larj to b now undrtakn. This has ben don by Doctr Wm. A. Alcot, in his Library of Helth, Yung Womans Gid to Xelens, Yung Houskepr, Yung Mothr, & Mothr in hr Family, & by othr authrs also.

5. By the usual mods of a hi femal education, xpectations ar liabl to b rasd in the yuthful mind, which in aftr lif ar not likly to b realizd. This felos from the impresons & imaginations that ar naturaly consequent on spending the forming aj, fre of

car, toil & anxiety, & in the enjoyment of ease & plenty, *without personal effort*. This is a great evil in itself, & adds much to other & unavoidable evils of life. It has persuaded many a tender & delicate heart with the cruel arrows of disappointment. It has also promoted listlessness & misery, by discouraging marriage, & rendering it unhappy. A long & sad story, from observation & experience, I could here tell you, had I time.—But the practice of this system does, by various means, tend to moderate youthful hopes, to restrain the wild & idle fancy, to produce sober anticipations & cool reflections, to consolidate the mind & settle it down upon the solid & safe ground of confidence in a superintending Providence, & personal efficacy & worth. This prepares the mind, even of a tender & timid female, to meet without dismay the many toils, privations & hardships—the many inevitable disappointments of the present state, & to endure them with noble fortitude & heroic courage, if not with Christian submission & patience. It does indeed, even in childhood & early youth, afford an acquaintance with common real life, in its every day progress, its vicissitudes & unfoldings, & in its various relations & duties, trials & afflictions, business & enjoyments. This is what every system & institution of education ought to aim at; but what none other ever accomplished, & even promised. Should this system then, according to the design of its author, according to its evident tendency, & according to the present state of experiment, not only promise but accomplish this, it will surely lay just claims to patronage & adoption.

6. The former & common methods of education do not produce in female character sufficient firmness & steadiness of purpose. From the days of Virgil, the poems of Latin poets, & how much longer I know not, down to the present day, the following sentiment, whether true or false, has been abundantly uttered & repeated, & much to my regret seems common in the world: “*Variabile & mutabile semper femina*”—(Woman is always given to variableness & change.) Here too, my own observation & experience could tell a long & doleful tale, more so perhaps than any man on earth.—If this sentiment be not correct the sex is greatly slandered, not only by old maxims & sayings, but also by the customs of society & the courts of justice, which seem to set no value at all on woman's promises, & allow them with impunity—as animals without moral agency—to violate the most sacred & consequential of all contracts, that of marriage, & unscrupulously to deprive noble-minded & affectionate men of

al thr rits & enjoyments on erth, & to fix a wrs than asasins dagr in thr tendr & jenrus harts. Whethr this representation of womans *fiklnes*, *variablnes* & *instability* b just r unjust, I shal not now desid. My hart inclins me to think as wel as posibl of woman, & sutably to resent evry slandr upon hr caractr. But whethr just r not just, it must b agreed on al hands, that a stedy refrens, as in this systm, fr the trm of som ten r a dozn r mor yers of the molding aj, tords this nobl & distinguishing trat in human caractr, (I mean that of proprly forming just & wis prposes, & stedily prsuing them,) wud naturaly hav grat influens tords establishing & prpetuating a caractr fr frmnes & perseverans in deliberat opinions & engajments, in *any* one, mal r femal; fr I think nethr sx at al ovrstockd in this vry nesesity & valuabl qualification. In ethr cas then, this systm is important.

7. Anotr particulr in this account of defisenses is, that the old systm is jenrally so scanty & suprfsal in its oprations & results, as not to produs sufisent weit & meknes fr the xitments & flattris of prosperity, nr sufisent buoyansy & entrpris fr advrsity. In this wid, caprisus & stormy osan of lif, it givs too much sail fr the balast, & thus eminently xposes to shiprek & ruin. The mind, insted of having a rich & xaustles tresur in itself, as a redy antidot aganst the depresing chills & sever strugls of advrsity—insted of being in itself a solid independent wrld inded—is left empty & liht, destitut of strength & majesty,—is thron too much on othr intrests & vrsatil sreumstances & unstabl fortun. In prosperity it rises too hi,—becoms vain & supsilius; in advrsity it sinks too lo,—becoms glomy & querulus. But a mind constantly educated, from about fiv yers of aj, thro the long trm & spesifid cors, & acording to the provisons of this systm, wil jenrally, in good qualitis, abl facultis, & corect habits, aquir such abundant resorses in itself, as wil plas it on independent ground,—as wil ras it abov the influens of unstabl ocurenses & fikl chanj,—as wil, in fine, not alow its being too hily elevated in prosperity, r its becoming too much dejected, fr lorn & retched in advrsity. Lik the glob we inhabit, it is not thron from its orbit r shakn from its sentr by such litl things as erthly riches & honrs, povrty & reproch. In fact, it is imposibl that a mind so replet with evry kind of valuabl furnitur &



presus tresur, shud b por & depresd. Here is prosprity & welth that canot b squandrd r lost.

8. The formr & usual kinds & methods of education fr femals, by som means, hav not sufisently informd them of the natures, relations & analojis of things, to introdus them into the atmospher & busnes of nw inventions & improvments. Tho no clas of pepl hav had so much lesur, as that welthy portion of femals ho hav enjoyd the gratest privilejes in thos old methods of education now undr discuson; yet by no means hav they don thr part in the many inventions & improvments fr the benefit of the wrld, evn in thr own apropriat busnes. What labr-saving masins, r considrabl improvments, evn in the departments of domestic manufacturs, cooking, darying, washing, & any of the houshold afars—al in womans own clamd & akuolejd provins, embrasing quite haf of the intrests, privilejes & blesings of mankind—hav ben invented by woman? Othrs ma kno of many, but I realy kno of non. Al the mashins of any considrabl importans, usd in hous-keping, in making garments, & in domestic manufacturs,—al the washing & darying mashins,—al the cutlry & cooking utensils, such as stovs, boilrs, ovs, stemming vesels, &c., & al artcels of comon r superir frnitur, wr, as far as I kno, invented by mals. Also in the consrns of music, wherin is much of the delit & glory too, & wherin is spent much of the tim, of the hiest educated ladis, I nevr knw an instrument invented, & scarsly a pes composd, by a woman. And such is the setld usaj in fact & thot in al cuntris, & in al ajes & jenerations, as far as I kno, that varius nw & usul inventions, discovris & improvments, in any department of human afars, ar no mor xpected from woman, than painting from the lam, r sewing from the dov.—But from what caus does al this prosed? From want of facultis? This is by no means genrally alowd. From want of industry? No;—evn the gentlmen of this country shud oftn blush in comparisn with the ladis on the scor of industry, espesaly in thr visiting partis & evnings at hom. From want of benevolens to the comon weal? Not inded. It is testifid of woman in al parts of the wrld, in whatevr condition, that benevolens & kindnes of feling & action ar distinguishing trats in hr charactr. From what sors, then, dos womans want of inventiv efisensy spring? From hr condition?

By no means: fr, as bfor hinted, non can b found in a mor favrabl condition, as to tim, proprty, & othr facilitis fr inventions & improvments, espesialy within thr own provins, than the many welthy madns & widos, & the wivs & dautrs of the many rich & libral. What then *can* b the caus? fr the fact is indisputabl. Hr education? Ay: this is the tru caus of *many*, & prhaps *most*, of the femal defisensis. In vw of hr education at hom & at schol, I wondr that they ar not mor & gratr, & mor ruinus. She has not, sufisently erly, ben put to the nesesity of forcast & invention; & yu al kno the quant old maxim, "Nesesity is the mothr of invention." Woman has ben made too much a resevr, soloor & imitatr, rather than a projectr. Hr education has not ben sufisently physical & philosophical, & it has ben xtremly crtald as to tim, & educational frnitur & aparatus. It has not ben sufisently from natur, nr convrsant with the constitution & relations of things. It has not ben calculated as it shud, to produs mental efrts, self-teching, prsnal investigation, & clos & corect resning. Let femals jenrally b educated acording to this systm, & propr indusments held out, & I pręsum they wil soon xibit mor originality, & inventiv & projectiv jenius, & a far gratr aptnes to honr thr own sx, & to bles them & the land, & the wrld, with thr discovris & improvments. They wud then bcom trusty, usful, respectabl & hapy dautrs & sistrs, wivs & mothrs, neibrs & asosiats, & membris of the sivil community. Now, then, yu se it finaly coms out, that thr education, rather than thr facultis, condition r disposition, is cheffy in falt.

If ther b any truth in this long acount of defisensis & errs in the formr & comon methods of a superir femal education, then surely ther ar neded vry grat & radical improvments.—Whethr the systm now undr considration embrases these improvments, must b desided, not only by its objecs, plans & tendensis, but abov al, by its actual oprations & results. Length of tim—espesaly the elevn yers of its regulr cors—a skilful, judisus & fathful suprvison & manajment, must finaly setl the question of its merits. The trial of six yers alrędy pasd upon it, tho amidst many difficultis & embarasments, & the sever prsecutions of envy, bigotry & aristocracy, tels of it a favrabl story. It wud surely dubl the weit & wrth of femal charactr, What an object then it dos present to the y of parental lov &

foisit, & to that of tru patriotism, philanthropy & christian benefisens.

Non wil deny that the best femal education is that which, in the best manr, fits the body, the mind & the hart, fr stability, disrnmnt, usfulnes, honr & hapines, in the most probabl stations & relations, trials & enjoyments of lif, & cals into xrsis daly, fr prsnal r social benefit, the many difrent powrs of woman, in the many difrent consrns of larning, busnes & sosal inctreors. To whatevr condition, r busnes, r fortun, femals ma b destin'd r cald, how vastly important fr themselves, fr thr conecctions, fr the wrld, & fr postrity, evn to remot jenrations, that they aquir an xtensiv & thoru education, physical, moral & intellectual, & a systm of corect & usful habits. Dependens ma then b plasd upon them, that they wil fulfil not only thr own prsnal & domestic obligations, & thr apropriat & incumbent dutis, but that they wil also xrt a powerful influens tords purifying, refining & elevating sositie at larj, & rendring it pesful, prosprus & hapy, not only in thr own da, but long aftrwrds; & thus becom at ons most presus domestic, public, & prpetual blesings. How indispensabl then is a jenral, libral & thoru femal education.

From erly childhood, notwithstanding the sever conflicts btween my hart & xperiens, I estemd & venrated woman. She ho gav me brth, tho in the dep shads of obscurity, was among the xelent of the land. Tho erly takn from me, it was not til she had dedicated me to the God of Abraham, & with a mothrs soft hand on my hed, & an y of fath tords Hevn, she sot fr me His blesings. That presus one, ho, with al the goodnes & fidelity of a mothr, conducted me, as a por orphan, to manhod, & then died, tho also ilitrat & in obscurity, was an ornament to woman-kind, & to the ras of Adam. I delit to honr thos lovly & belovd ones, & al of kindred xelens. O, how much wud I giv to se them on erth! but I hope soon & frevr to b with them in hevn. From such I derivd my erly & lasting impresons of woman, & *my undying & uncripld desirs to improv hr genral education, & to ras hr wrth & hr glory.*

I wud not, howevr, by any means, tak woman from hr own propr spher, wher the good & wis Lord of natur plasd her, nr rendr hr masculin, nr mak hr a vrago r trmagant, but the en-



litnd, the discret, the pious, the acomplishd, the honrabl, the us-  
ful & hapy one, ho was mad to b "the imaj & glory of man,"  
& "an help meet for him,"—the wrthy prsnaj, molded from the  
Bibl patr, which is of al far the best, & can nev r b improv'd.  
The most valuabl education then, fr femals, is that which brings  
them nerest to this patr, & fits them, by the most natural meth-  
ods & direct manr, fr the dutis, relations & chanjes of lif, &  
finaly fr the sosiety, busnes & blesednes of the hevny stat.

Let al then, ho wud be wis fr this lif, r that which is to com,  
b favrabl to this presius object, to which much of the best of my  
short lif has ben devoted ; an object no les, inded, than the im-  
provmnt, elevation & hapines of woman, & the promotion,  
withal, of the hiest prmanent benefit of mankind, by produsing  
a mor genral, a mor libral, a mor thoru, a mor sanctifying, & a  
mor efisent education of our ras ;—& that too thro the medium  
of the mor domestic, the mor jentl, the mor comunicativ, the  
mor charming, & the mor patient sx, afr being as wel prepar'd  
*by cultur as by natur*, to b not only the primary, but the most  
apt, benefisent & productiv educatrs of the hol.

In prosecution of this wid & enduring object, the systm now  
in part developd, has, afr much study & efrt, ben devisd, maturd  
& provd. Whatevr ma be said of it, it dos evidently, with propr  
manajment, *frnish the grat desidratum in al republican stats*,  
systms & institutions, nev r bfor presented to the wrld,—I mean  
the facilitis to both sxes, *ho ar abl & wilng to labr & lrn*, how-  
evr indijent, depresd & abusd,—fr the prposes of helth & jenral  
physical improvment,—of a comfrtabl hom & mantenans,—of  
al nesenary, solid, usful & ornamental education in litratur, bus-  
nes, & the fine & libral arts, & that to any xtent they ma choos.  
fr privat, domestic & public benefit. It dos in truth opn to al  
mankind, the hol wrld of improvment, & bids al, without dis-  
tinction of condition r sx, to partak larjly of its rich & xaust-  
les tresrs.

This systm was not imported, r far-fechd. It has ben pro-  
dusd & tested here among American sitizens, & *is an American*.  
*System of Education*, which we as Americans hav now fair  
oprtnuity to investigat & encraj, adopt & propagat. Shud this  
b don, it mit posibly xtend its blesings with our cuntrys nam  
ovr the wrld, & down the path of jenrtions, produsing most grat  
ful aknolejments, as xtensiv & lasting as the jenrus emotions o

wel & libraly educated womans hart, til it shal emansipat the wrld from ignrans & vis, from opreson & wo.

## FEMAL IMPROVMENT.

Thou finest, fairest part of man, How long neglected li?	Enlarj hr powr the mind to feed Of thr own grl & boy.
When shal som kindr, wisr plan Thy mental wants suply?	By this <i>fair</i> means mans wrth dos gro, By this the nation thrivs:
Ye towring men, ye lrnd & strong, Let woman b <i>yur</i> mate;	By this <i>fair</i> means men wisdom kno, By woman wisdom livs.
Fr presus rits to hr blong, Upon rich lnnings seat.	Thus only shal the church preval, Of Jesus, womans frend;
Al that hav powr among the grat, Bid woman nobly ris;	Whil hr apt hart & mind aval, To nurish & defend.
O ye ho gid the helm of state, Hr elevation priz.	Let woman ner hr wrth debas, Hr honr valu hi;
Enlarj hr nedful powr to aid, Hr husbands welth & joy;	Frevr smil in vrtus fas, Til vis shal shrink & di.

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## LECTUR VI.

### THE DOMESTIC CARACTR OF THIS SYSTM.

This is material, & forms one of its chef peculiarites; and thus its formation is in prsuans of the benevolent desins of God in preparing man originaly fr sosity, & *fr domestic sosity mor espesaly*. It is a dictat of natur & resn, that children of both sxes shud dwel togethr, & b educated togethr, in the sam institution; much aftr the manr of brothrs & sistrs in ordinary familis; for they *can* b, & if proprly instructed & manajd they *wil* b, helps to ech othrs sivilization & good morals, suport & comfirt, entripiz & apropriat education, ech sx providing & doing fr the othr. whatevr is nesesity & du in thr own propr lim-its. This was doutles the original method of education, & genraly practisd among the ansients. It now xists in the wrld, espesaly in Island, & is found competent to al prposes of vrtuus, honrabl & hapy lif. It shud b univrsaly adopted; and I

doubt not, it will be, before any great radical, general, & desirable improvement shall take place among men. Indeed, no institutions of learning are for any other legitimate purpose but to make up for *parental incompetens & neglect*; for parents are, in all things *the natural teachers*, as well as rulers of their own children. Hence each such institution should, as far as possible, be formed on domestic principles & methods, consisting of well organized families from twelve to twenty pupils each, of both sexes, & under the care, management, & instruction of acting parents, father & mother; or if necessity require, consisting of a neighborhood or community of such families, formed on some general plan, & under some general superintendence.

I will now give you some thoughts on

### *The Origin & Constitution of Families.*

It is plainly manifest, that the Great, the Wise & Good Creator, Owner & Lord of all things, designed that mankind should exist & be educated in the family state. This is evident from what he has said & done. He said "It is not good that man should be alone; I will make him an helpmeet for him." This promise he fulfilled, & in fulfilling it, he gave origin to families, the most dear & interesting of all communities, designed & prepared to give character & condition, in every place to human society. God himself, not man, constituted & organized families, & provided for their preservation & perpetuity; & he did it by the formation for each other of the different sexes, & creating the natural affections; by the institution of marriage; & by establishing a community of interests. On each of these important topics, I will make a few remarks. And, 1. By *natural affections*. Very much by means of these, families are collected & consolidated. They may be summed up under the general head of *humanity, or fellowship*. This exists in every person, always ready for exercise, unless rendered callous by bad education, depravity, or disease, & is the fundamental principle of domestic unions. Its strength is varied according to its exercise & cultivation, & according to the strength & durability of various relationships. These relationships or connections, are graduated by the Creator; that is, made stronger or weaker between different persons according to necessity on the one side, & ability to relieve that necessity, on the other; or according to both mutually existing between the parties. Hence the strongest relationships, of course the strongest natural affections & consequent obligations, are found in the family circle. These are known



by different names, according to the different connections; as 1. *The conjugal*, r thos subsisting btween the partis, mal & femal, loving, chosing, & taking ech othr fr consorts & companions, according to the desin of natur & Providens. This is the strongest ti among men, of cors the last to be violated. 2. *Parental*, r thos of parents tords thr children. Thes ar the nxt in strength. 3. *Filial*, r thos of children tords parents. Thes ar les stil, & ar the mor liabl of the thre kinds, alredy namd, to b criminaly disregarded. Hens the superir means & motivs usd in the Bibl, to influens children to feel & act as they shud tords thr paren's. 4. The next in strength, & the last I shal now nam, ar the *fraternal*, r thos subsisting among brothrs & sistrs of the sam family, & manifesting themselvs by mutual car & kindnes. 5. The nxt domestic ligament to b seprately namd, tho presuposd & implid in the abov artiels, is *the sacred & Divin ordinans of marij*. This consists in mutual agreement of the partis, mal & femal, to dwel togethr in frendship & fidelity as husband & wif, to b one in afection, intrest, & object, according to the dictats of natur & the Bibl, irespectiv of any legal sremony. This is al the tru marij ther evr is in the siht of God & consiens. The sremonis, howevr, requird by sivil law, altho they do by no means constitut the real natur of marij, ar usd fr varius legal prposes, & to rendr this mutualy formd union mor manifest, &, if possibl, mor binding & prmanent.

3. The nxt ligament of a family, in strength & importans, r cord to bind togethr its difrent parts, is a *comunity of intrests*. This strengthens that of natural afections, & oblijes ech membr, in ordr to prsu his own intrests to the best advantaj, to prsu also, at the sam tim, thos of ech & al the othr membris. Thes natural domestic tis, r principls of mutual union & action. wr desind by the Divin goodnes, to produs mutual respect, car & help among such selfish creturs as mankind, & gratly to promot the wel-being & hapines of any comunity, wher they ar found. How indispensabl ar they then; & how vast thr wrth fr al important prposes in the sosial stat. How resonabl & nesessary thrfor, that al othr educational systms & institutions. *neded fr no othr prpos but to suply fr parental defiseniis*, shud as far as posibl, fr jenral profit & enjoyment, b formd on domestic principls & modl, b of domestic caractr, & b bound togethr & consolidated by the natural bonds,--*the sentripetal fors*, of domestic afections,

friendships, & union of intrests. Bsid, in an institution of this sort, the pupils ar mor likly to b wel taut, in thery, &, as far as ma b, in practis, that vry esential part of both mal & femal education, I mean domestic principls, relations, dutis & busnes ; al fr domestic purity & usfulnes, onr & hapines. Thes arguments must surely, among the disrning & wis, b duly considrd & apresiated.

We wil now endevr to establish the position,

*That al Mankind shud b gathrd into isolated, wel-ordrd, & respectabl Familis ;*

And of cors, that evry oposit plan, undr whatever nam r form, shud b disalowd.

I com now in earnest to yu, my-cuntrymen, ye enlitnd republican patriots, ye christians, & al ye frends of human kindred, & solemnly ask yu, whethr yu wud do any thing efectual tords amelirating the caractr, condition & prospects of our ras ? any thing tords sivilizing, reforming, elevating & rejenrating the wrld ? Then set yurselvs at wrk in earnest to gathr al pepl into good & reputabl familis. To this end yu must use many different means of femal improvment, which shal result in purifying the caractr, *augmenting the solid & lasting atractions*, & increasing the salutary influens, the usfulnes, glory & hapines of femals. A sur consequens of al this wud b to ras materialy, the physical, moral & mental wrth, & the prsnal & sosal hapines of mankind. The honr & wel-being of our ras, must unavoidably sufr damaj, in xact proportion to thr departur from the domestic condition, & the depreson of the mor gentl & sivilizing sx.

But howevr nesenary fr the hapines & glory of man, I am oblijd to record the xtensiv & ruinus neglect of the grand consrn of femal & domestic improvment. Nothing loks lik a family of Divin constitution without the femal part, & that made competent to manaj wel its intrnal afars, to siviliz & educat its minr membris,—to mak hom a *hom inded*, lik a drop from paradis,—a litl hev'n belo. Shud not this subject then engaj the atention & awakn the eforts of al pepl, ho harbr in thr bosoms any jenrus & laudabl emotions ? Ma yu, ma the pepl of this enlitnd cuntry, duly apresiat thes sentiments, til marij shal, in propr staj of lif, b univrsaly practisd, & sho itself honrabl in al ; til al pepl of

whatevr sx, ocupation & condition, shal b redusd to a family stat, & *til ech family shal bcom a wel-regulated educational institution, & evry such institution a wel-regulated family.* This wud b foloing natur, pur simpl natur, which God pronouns good—vry good, & which as far as it gos, is a bok opn to al, & a prfect guid. It wud, in fact, b foloing the dictats of Divin Providens, & of *the bibl too*, which in this mity affair fr the good of man, ar at prfect agrement with ech othr, & with the volum of natur.

It is probably wel knon, espesaly by disrning patriots, & philanthropists, & christian philosophers, that unchast lisentiusnes, degrading & ruinus in itself, & provoking to Hevn also, is, to a dolful degre prevaling in our land, & is gradually xtending its pestifrus influens from the sitis into the cuntry towns, shoving itself abundantly, mor particulrly among children & yuth, in vilajes, in comon district scols, in neibrhods, & evn among brothrs & sistrs of the sam family ! From what sorses chefly dos this aris ? I fel myself undr obligation to God, & man, & my cuntry, sobrly, planly & fathfully to ansr this question, & to do it in the tw foloing artiels ; & I beg that non wud alow thr whims, thr prejudises, r thr fals & folish & deleterius delicasy, to obstruct thr serius, patient & candid atention to this subject. And—

1. *The want of propr erly instruction*, in both sxes, with respect to God's desin in forming mankind mal & femal, & his desin in the institution of the sacred relijus ordinans of marij, which alon sanctifis the sxual propensitis & gratifications, & directs them to thr propr, & nesesary, & honrabl, & vrtuus use & ends. On acount of the so-cald delicasy of this vry important matr in erly education, it has ben left, espesaly in mals, almost entirly to the fortunes, the hap-hazrd, the unbridld curiosity & the wawrd felings of thr faln, depravd natur, r the prnisus instructions & xamples of the visus & unchast ; & the consequens of al this, yu can esily aprehend. This I think one of the gratest sorses of this lisentiusnes ; & it mit esily b stopd by parents & techrs, if they culd at ons b rid of thr own prejudises & errs—thr own rong education on this subject. But perhaps it is in som mesur with this matr, as with som of the folish, cruel, murdrus femal fashons of dres. Thes ar erly cuting short many presus livs, & trning the fair fas of this delitful



wrld into a *Golgotha*, yet al the instructions, arguments, warnings, & ters too, aganst them, wil aval nothing ; & so, *possibly*, in this cas, til iretrevabl degradation, moral putrefaction & rnin shal b the consequens.

2. The othr chof sors of unchast lisentiusnes, is the many & varius obstructions thron in the wa of marij. The propensity to sxual intrcors & the propagation of the speses, is the strongest propensity ther is in mankind. If they canot enjoy that which is vrtuus, lawful & honrabl, *they wil hav that which is visius & illicit*. Yu ma as wel undrtak to revrs the strems, r the cors of the planets, as to prevent the amalgamation of the sxes, & to mak mankind content & hapy without it. *If yu wud stop the strems of vis, yu must dry up, r sanctify, the fountains*. Then remov al obstructions in the wa of marij & of subsequent domestic cohabitation. Unles yu stop thes tw sorces, al othr means of refrmation wil prov unavaling, & lik cuting off som twigs, whil the main stok & root remain. In this connection ples to considr that pasaj in the Bibl, 1 Thess. 4: 3, 4. 5.

One of thes obstructions, of no litl consequens, is the usual defisent education, r rathr rong education, of femals, *preparing them to b vry unprofitabl, vry xpensiv, r vry uncomfortabl companions*. The nolej of this in the mals, causes ethr an entir neglect of marij, r the defring of it til too lat in lif. Povrty neds b no hindrans to marij, provided the partis, espesaly the femal, b erly & proprly educated. This obstruction ma & shud, *by al means*, b removd.

Ther ar othr & grat obstructions thron in the wa of marij, & subsequent habitual cohabitation, by som of the ocupations & conditions of men, which obstructions ar unesesary & shud b removd. This is much the cas with semen, soldirs, prisnrs, slavs, & hird family labrrs. Nethr men nr women ned b, nr shud b, oblijd to reman long in any busnes r situation, whr it is ethr imposibl r impropr fr them to mary, r fr thr companions of the othr sx to b genrally with them, to shar thr fortunes, to aford them sustenans & comfirt, & to presrv thr vrtu. Wel-disposd & enlitnd women ar jenrally wiling to go & dwel wher thr husbands must.

Now, if yu wud stop the desolating & putrifying flod of unchast lisentiusnes, so rapidly spreiding, yu must univrsaly remov

al obstructions to erly, vrtuous & honrabl marij, & subsequ domestic cohabitation. And probably nothing wud condus m tords this grand object, than this domestic system of jenral libral education. Let it b advocated then, & encrajd, by Moral Reform sesietis, prsns & paprs.

Wel then, if yu wil hav familis, thes familis must b redusd natural & propr ord: *of-cors ech one must hav a hed.* Fr family without a hed, r with tw r mor heds, wud b a monst, i sted of the wis & butiful structur of Divin formation. To a swr the desins of Infinit Wisdom & Goodnes, this hed, whet found in husband, r wif, r child, must b a singl one, vested et in one prsn, r in the prfect union & consent of sevr al. T liht of natur, & the sacred scripturs, tech us planly that God, his wisdom & goodness, plasd the husband & the fathr at the h of the family, as the domestic proprietr & suprintendent, frnishd him with al nesessary authority to regulat al its sect & sacred consrns; having ordand him, by the relijus ordina of marij, both rulr & prest of the houshold, & requird the ot membrs to rendr to him du submison & obediens. If this is r tru, "then cal me a fol, & my spech of no wrth." In cas the deth, absens, r incompetens of this hed, this ofis then devoi npon that one in the family, who, by the dictats of natur & appriat qualifications, is most fit for it. It is requird & xpected this hed, that he xecut the comison resevd of God, r fulfil t dutis of his important ofis, with both conjugal & parental afftion & fidelity. Such a hed, being the fathr, r one that is a ing to al intents & pposes as a fathr, is gratly neded by al t in mats in evry educational institution r comunity.

*The Chef Femal, r Mothr, is also of Vast Consequens.*

Whatevr relation this femal sustans tords the hed, r whe she b the hed hrself, she ocupis in evry family, which shud b *is in fact*, an educating comunity, a vry important plas, & x upon its condition & prospecs an influens *brod, dep, & lasti*. Whethr she b inded the wif, r mothr, r in the plas of one, mu is depending on hr charactr & apropiat qualifications. Hr o as an educatr, & suprintendent of the indor & femal consrns, indispensabl, & canot b vacant, r il-administrd, without mater damaj.

*The Propr Caractr of this Mothr, r Chef Femal in a Family.*

Hr principal objecs shud b the purity, the union, the helth, the comfirt, the jenral improvment, the usfulnes, the honr & hapines of the family; of cors, she shud poses a caractr fr moral xelens, frmly basd on pur moral prinsipls. In this matr we can deriv much help & confrimation from that admrabl lesn which the wis prophetes, the mothr of King Lemuel, taut to hr son, found in the last chaptr of the Bok of Provrbs, wher we ar told, "The pris of a vrtuus woman is abov rubis."—This chef femal in a family shud b afectionat, kind & fathful. "The hart of hr husband doth safly trust in hr. She wil do him good, & not evl, al the das of hr lif."—A prominent trat in hr caractr shud b industry, entrpris & efisensy. "She eteth not the bred of idlnes. She wrketh wilingly with hr hands. She riseth whil it is yet dark. She grdeth hr loins with strength. She strengthneth hr arms. With the frut of hr hands, she planteth a vinyrd." This part of hr caractr shud be formd in erly lif, & made prmanent & efisent by habit.—She shud rendr hr husband onrabl. *A vrtuus woman is a crown to hr husband.*—"Hr husband is knon in the gats, when he siteth among the eldrs [r senatrs, r jujes,] of the land."—She shud b charitabl. "She recheth forth hr hand to the nedy. In hr tung is the law of kindnes."—She shud b wis. "She opneth hr mouth with wisdom."—She shud b honrabl. "Strength & honr ar hr clothing. Hr children ris up & cal hr blesd; hr husband also, & he praseth hr. Hr own wrks pras hr."—Finaly, she shud hav the spirit of tru relijon. "The woman *that fereth the Lord, she shal b prasd.*"—As a natural consequens of the hol, she shal b hapy. "Giv hr of the frut of hr hands. *She shal rejois in tim to com.*" This is the caractr that evry mothr, houskepr, & femal educatr, shud poses. Such a one, evry educational institution dos gratly ned fr the helth, the comfirt, the vrtu, the contentment, the wel-being & the just education of its inmats.

Having told yu of the propr caractr of the chef femal of the family, I wil now tel yu somthing of hr apropriat busnes. Yu wil then se gratr ned of hr stil.

With propr defrens tords the hed of the family, she shud tak charj of the houshold afars: As,

1. *Houskeping.*—This implis a consrn with evry thing thro-



out the hol hous,—from one sid to the othr, & from the botom of the selr to the top of the garet, & that it b in propr condition & aplid to its propr use. This cals much fr car, investigation & ordr, & fr the aplication of the good old rul: “A plas fr evry thing, & evry thing in its plas.”

2. *Dietetics*; r, the daly afars of eting & drinking, including the femal consrns of provison, the cooking, & the darying, if any. This department has a strong relation to the matrs of helth.

3. *The washing & reparing of waring aparel & beding.*

4. *Domestic manufacturs, & femal ocupations*, such as niting, brading, & cuting & making garments fr mal & femal, &c.

5. *Comon things in domestic medisin & srjry*, espesaly the nolej & use of preventivs in jenral.

6. *Infant education*, & ovrseing the education of dautrs, com within hr provins, & shud resev hr kind car.

Al thes things requir much nolej, economy & prudens, both theretic & practical, & the observans of such ruls as—“Let evry thing b don in its propr tim,”—“Gathr up the fragments, that nothing b lost.” “*She loketh wel to the was of hr houshold.*” She shud b aquanted with the caractrs, conduct, wants, afflictions & temptations of al the inmats, that, as a good-harted, wis & fathful mothr, she ma xrsis a restraning, comfirting & sanctifying influens. Surely here is busnes enough for a good, & abl, & libraly educated woman.

From this description of the propr caractr & busnes of a mothr, r chef femal in a family, we ar taut—

1. That evry educational institution shud b of a domestic caractr, that the presus privilege of having such a mothr ma b enjoyd by al the pupils.

2. How important is the jenral, domestic, & libral education of femals, that they ma b preparad to b such mothrs, ethr in a comon family of thr own, r any othr educational community.

3. Wherevr infants, r children, r yung pepl, dwel, r ar passing onwrd in a cors of education, no one prsn is neded mor than such a mothr, r matron, r superintendent of domestic afars.

Surely no prsn of comon sens, of sobr reflection, r Bibl wisdom, can deny any of thes infrensens. What a vast amount of disipation, of slovenliness, of idlnes, insubordination, discontent, glomines, il manrs, il helth & misery, wud a mothr of such

caractr & such busnes prevent! O how I neded such a mothr when I was in colej! And what prsn that has evr left a fathrs hous, & gon to any institution of larning, but can in truth sa the sam? Here has been a dolful chasin in our educational institutions, which shud spedily b fild, by giving them, as far as posibl, a domestic mold, that al resorting thithr ma find a fathr & a mothr at least, & prhaps also brothrs & sistrs. I hav much feling & anxiety on this subject, & who can sa, without just oca-son? Hav humanity, & the noblest sensibilitis of mans hart, her no dictats? Let the vois of resn, of consiens, of refind & jenrus sentiments, ansr. Ther has ben, it is sadly evident, grat & ruinus defisensy in qualifying & employing such femals as ar gratly neded in al educational institutions. And it wil b con-seded on al hands, that the betr wa to suply this defisensy, is to giv al yung femals a mor jenral, a mor thoru, a mor philosophi-cal, & withal, a mor domestic education, that ther ma b no want of prsns proprly qualifid fr the station of Mothr, r Matron, in any plas of larning, from the comon family up to the univrsity, whenever the public sentiment shal cal fr them.

As this systm of education—xept in its frst mod of applica-tion, which is fr district r vilaj clases—is desind & prepard to b entirly of domestic shap, it is fited to produs domestic improv-ment & refrmation, *espesaly in household govvrment, relijion, manrs, languaj, & busnes*, as wel as in the jenral matrs of litera-tur, solid siens, & the ornamental arts. With a litl tretment of thes, I desin to clos this lectur.

1. *Domestic government.*—This, in our cuntry, is at a low eb, & is daly pasing in the downwrd cors, causing a rapid deterira-tion in republican sosiety, & an unfitnes fr the prpetuity & en-joyment of fre institutions. In som familis, the femal, r rather, *the vrago*, ho is subject to al the obligations of a wif & mothr, hrself govvrns, & that too with dictatorial authority & lordly swa, ethr opnly, r in secret. This is contrary to the planest dic-tats of resn & the Bibl, & to the natur, condition & tru hour of woman. Truly, in union with hr husband & with his consent, she ma xrsis authority ovr the childrn. And if she govvrn hr husband too, I hav no grat to object, *provided she b the most ca-pabl, & sho this, by doing it in the rit manr*. But she shud nevrr undrtak it with any sho of masculin authority; fr ther is a far betr wa of acomplishing it, if nesesary. It shud b don, if don

at al, not fr the gratification of ambition, but fr the esential benefit of the family, & thro an influens gand by meknes, submission, a constant manifestation of good sens, & a du respect to hr husbands station & rights.

In som familis the children govrr thr parents. This, howevr unnatural, bad, & ruinus, is not tne wrst condition to which a family is liabl, that is, *no govrment at al*,—*entir anarchy*,—precluding a continual warfar fr the mastery, to which any govrment is prefrabl. But let the husband & fathr, with the concrens & help which a good, discret & respectabl wif & mothr wil alwas rendr, with the favr & aid of neibrs too, al without capris r pason, with as litl sho of authority & powr, & as litl punishment as posibl—yet with propr desison, enrjy & stability, mingled alwas with du parental afection & tendrnes,—yes, let such a fathr, with such helps, & in such manr, instruct & govrr the children & regulat the houshold, with a manifestly singl y to its pes, onr & jenral wel-being, & then the chef desins of the wis & benevolent God, in organizing familis & instituting family instruction & govrment, wil b acomplishd. A family manajd in this fashon, is one of the most valuabl, beautiful, & glorius objecs on erth,—an articl desended from hev'n to bles the wrld. On the othr hand, howevr, let it nevr b frgotn, that “a hous divided aganst itself,” hoevr b in falt, “*cannot stand*.” Let parents then, & thos liabl to bcom parents, b wel taut how to govrr, & then let them govrr, & so govrr, *that thr children ma aperi wel at hom, & wel abroad*,—wel fr themselvs, wel fr thr relatives, wel fr thr cuntry, & wel fr thr God.

2. *Domestic relijon*.—As man was mad fr a relijus being, som kind of relijon, whethr Pagan, Mahomedan, Jewish, r Christian, oprating to bind the consenses of men, & to restran thr selfish pasons, such as prid, envy, revenj, avris, ambition & voluptuousnes, is in this lif esential to the jenral & prmanent good of any comunity, r any mod r condition of human sosity. The equity, the benignity & stability of sivil govrment,—a sound & helthy stat of morals, prsnal & sosal,—refinment of feling & manrs,—the promotion of jenral & libral education,—in fine, the honr, the safty, prosperity & hapines of a nation, stat, r smalr asosation of men, depend vry much on the difuson & efisensy of som kind of relijon. In one respect. it is with relijon as with sivil r domestic govrment,—*any kind is betr fr this*



*lif than non.* But the Christin rljon, *as it sems to me*, in any of its mods of fath r wrshp, espshly in the practel xbtion of its real bnvelnt spirt, is far the most salutry & productv of tmprl sosl good. If rljon inded b nssry among mn in its spirt & practs, it is so in famls, ths jrms of sosiety, not only fr thr own, but fr the publc wlfar. Domstc rlijon, howvr, as to wrshp & instruction, notwithstanding its vitl importns to the comon weal, is rapdly going out of fashon. Hns, how nssry that som powrful mens, lik this domstc systm of education, shud b put in opration fr its jnrl rvivl & gratr efisnsy. Non of the modrn shifts & xpedients to gt along without any rljon, wil ansr. It rmans as sfire as the pilrs of natur & the thron itslf of God, that som kind of rljon is esntil to the jnrl good of any pepl. This is the rsult of the xperiens of nations, & of ajs.

3. *Domstc Manrs.*—In this importnt matr, ther is ned truly of grat rfrmation & improvmt. In too many famls, a strong confdus in ech othrs afctions, & in the bonds of domstc union, produss too grat familiarty, carlsns, & somtims evn an aparnt contmptuvs tretmnt of ech othr, & that too wher no dsrspct, r injry, is intadd. The manrs of the domstc crcl ar, to sa the lest, vry apt to b cors & unsivl, espshly whn non othrs ar suposed to b wthin siht r herng. How oft it is the fact that the husband & the wif, the parnts & the childrn, the brothrs & the sstrs, xchanj no sivil r afctionat aplations & adrss, but xactly the opost. Ths thngs ot not so to b. Kind, rspetful, & jntl motions, languj & tretmnt, shud b crnt among the mmbrrs of a famly, & ths not without signfcation. This custom wud oprat lik oil, rather than gravl, among al the parts & movmnts of this dlet, but powrful mashin. This rfrmation in domstc manrs, wud gratly strngthn & swetn domstc rlations, & tnd to ras, purfy, smnt, & bls human sosiety. Whatvr thn yu ar awa, b sure not to b rud, r cors, r unsivl, r savj at hom. What is the caus of clownshns, of unjntl conduct, r of sily & dsgusting afctation abroad? Surely the want of good bredng, & the habts of good manrs, *at hom.* Evr so much afctation, r factisus manrs, usd among dsrrng, wl-brd pepl, wil by no mens hide what yu *realy* ar, & ar *at hom.* Lt al thn look wl to domstc manrs, & enerj, of cors, this domstc systm of jnrl, & librl, & *ornamntl* education.

4. *Domstc Languj ; r, the real Mothr Tong.*—This is to a sad xtnt, evn among the lrnd, not only wanting in propr domstc

swetns & urbanty; but also in just slection of wrds, pronunsiation & gramr. In the fre convrsation of the famly, hardly a corct sutns is spokn, & vry oftn the spech, in varius rspcs, is absolutly barbrus. This domstc dialet is vry adhesv, vry prtinasus of x-istns, vry pron to propgation, & is vry injurius. Erly, just, & strong msrs thn, shud b usd to brak it up. It is a sor evl to thos ho aftrwrd becom librlly educatd: Fr, being the frst languj lrnd, its wrds, idioms, phrass, pronunsiation, & gramr, ar the most naturl, ar apt to com frst into mind, & b evr redy, *at the vry tongs end.* to rol off. Of cors they must b naroly watchd, holdn fast, & bfor utrus, translatd into the lrnd languj, r desnt English, much to the embarsmnt of sosal intrcors, xtmpraneus speking & rapd ritng. Bsids; this mothr tong is not only incret & vulgr as far as it gos, but it is so scanty & baren, that childrn of thot ar oftn oblijd, as hintd in a previus letur, to invnt & use, fr rtanng, conctng & storng ideas, *a nw mnil languj of thr own*, peulir to thmslvs, undrstod by no one els, consistng of colrs, figrs, motions, attuds & positions, r, in objcs of felng, tastng & smlng, printd on the imajnation,—which must, if posbl, tho at grat task, b rndrd into vrbl English, bfor the thots stord in it can b conveyd to othrs, r b reordd fr prsrvation. How importnt thn, that ther b a radcl cure of the sor evls xisting in the provns of languj, prosedng from the famly dialet, transfrd to us from the dusky tims of our rmot English ansstrs, thro a long cors of ajs & jnrations. Hoevr has, lik me, fit the embarsmnts, the xtrem mortfications, & the xquist torment, arisng from the erly want of good & sufisnt vrnaculr English, & that also in most dlet & tryng sreumstanss—as in wl-brd & lrnd compny, & in xtmpraneus public speking—wil surely join with me most rdly in this sntmnt. But this systm of education is dsind & prpard to efct this cure.

5. *Domstic Busns.*—This is the last itm to b now considrd in ths domstc consrns. Hre, from the infansy of our cuntry, ther has ben but litl improvmt, xpt by mals in the afars of domstc frntur & mashiury. The prsnt jnration of houskeprs sem to b contnt, jnrly, to solo the old betn trak of thr mothrs & grandmothrs, unls, by varius arts in cookry, to radr the food unhlthy, & to tmt the aptit to murdr its possr by xsv almn-tation. I considr the dpartur from the plain & simpl, tmprt & hlthy diet of formr tims, to b no improvmt. The naturl con-

squanss of this want of improvment in domstc busns, is an enor-  
 mus los of femal tim & labr, & of domstc hlth, wltb & comftr.  
 How nssry thn fr domstc comftr & jurl good, that som efctual  
 mens of dep & thru rfrmation, *in this, a chef dpartmnt of mans*  
*erthly intrsts & enjoymnts*, b soon put in opation. But what  
 btr mens can b found than this systm of domstc education?

I hav now prsntd som of the evls, undr fiv distinct heds, of  
 comn houshold matrs, & thr cure in this nw plan of jurl & librl  
 education. I did dsin to xbt spsmns, in comn lif, undr al thes  
 heds, to mak ths evls mor palpbl & imprsv. But, on comng  
 to the busns, I found it wud b too grat a violation of dignty &  
 sobriety, in a rspctbl asmbly, on so serius & so vastly impor-  
 tant a subjt. I thrfor dsistd.

Now, if yu wil thruly xamn this plan of education, in al its  
 parts & provisons, & canddly compar it with the numrus educa-  
 tional evls & wants of our cuntry, it is posbl yu wil find it just  
 the thing nedd fr the efctual cure of the hol. If so, thn it canot  
 too soon b knon & aplid, & b produusng its lovly & salutry fruts.

In quitng the subjes of ths tw lecturs, it sems that an addi-  
 tionl, a spsl, & a mor emphatic vois of caution & warnng shud  
 b rasd, & shud ptrat the ers, the undrstandngs & the harts of  
 al parnts, espssly mothrs, & of al educatrs & techrs of risng fe-  
 mals. And posbly, alth so much prpration, it blongs to me to  
 lift up this vois, & cry. But *what* shal I cry?—*So educat yur*  
*datrs, THAT THR REAL INTRINSC WRTH, rather than sho, SHAL*  
*B THR CHEF RCOMNDATION.* Anothr utrn is in the neighbod  
 of this, & of its sistrhod also:—*Educate yur datrs, not so much*  
*to charm & dlud mn, to gt thmslvs wcl marid, as yu cal it, but,*  
*mor abundntly, to fit thm to b usful, rspctbl & happy in the va-*  
*rius rlations, duts, trials & privljs of marid lif.* A thro, &  
 the last, utrn of this frndly & fathful caution & warnng, is not  
 far off; & yu ned not b srprisd if it b a litl mor spisy, & a litl  
 mor gratng to diect nrvs; mor prticularly thos in the visinty of  
 a gilty consns:—Endvr by al means to prvnt its being frthr  
 said by sobr marid mn, *that the sacerd institution of marj, as*  
*far as they kno by thr own xperiens, howvr wis & good its orij-*  
*nl dsin, is, by the miseducation of femals, made a most cruel,*  
*unmanng, & withrng curs, & rsees the power of soon transform-*  
*ng such as aperd bfor to b the most xlt & lovly of humn beings,*  
*into the most unworthy, ruinus & tormntng.* Lt such felngs &



saings of marij, becom sufisntly xtndd, & singl mn, sorly afraid of it, wil, (as they hav alrdy bgun,) becom too wis, *r too cunning*, to mary, & the sxual vis, *evn now so justly alarmng*, with dgradation, blastng & misry in its tran, wil becom mor & mor comon, & our nation, (hord to b told!) which not long sinse, thrtnd to becom a nation of drunkrds, wil ere long b an *adultrus* nation.—Lt al thn, ho wud xrt a rformng & consrvtv influens, b no longer toiling & tugng, dep in mir & filth, to stop the strems of vis, *whil the sorss rman untuchd, r, rathr incresd*. Now thn, ye frnds of God & man, aply yurslvs in good ernst, I bg, to the fountns. Stop thm, & the *strems* wil stop; r, purify thm, & the strems wil b pure. But how is this to b don?—Caus a radcl improvmt in the objes & plans of jnrl femal education. Bring up yur dautrs as yu shud. Rmov al obstructions to erly marij, & subsqunt hapy cohabitation.—The warnng is now givn;—the path of safty shon;—& I feel rlevd. Ann.

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## LECTUR VII

### THE DOMSTC PRPRATIONS & INTRNL MANJMT OF AN INSTTU- TION UNDR THIS SYSTM.

The last lectur xbt'd the domstc caretr of this self-suportng systm of jnrl & librl education. This is to tl of its nssry domstc prprations, & intrnl manjmt. Here I must b alowd to del considrbly in the detals of evry da hom consrns. Wher the minutie wud b tedious, I wil lev thm fr isolatd nots. The prticulars in the rgulr cors of educationl & productiv busns, wil not here b givn. Ths, as far as femals ar consrnd, wr givn in the fifth of ths lecturs; & whatvr must b dfnt fr mals, ar resrvd fr the nxt lectur.

Institutions undr this systm, fr femals only, shud hav svrl distinct locations. One fr thos undr twlv yers of aj, shud b plasd som fiv mils out from a larj busns town, vilj, r sity, amidst a spars population, ech acomodatd with sutbl bildngs & a larj gardn. Anothr shud b within such town, vilj, r sity, with ground fr gardns & jymnasia, fr thos ovr that aj, til they shal

hav acomplishd the rgulr cors of education prescribd. This arrangement wud tend to produs the hlth, the physcl efisnsy, the economy & the vrtu of the cuntry, & the many valubl acomplshmnts of the sity.

Ther shud also b *hi slf-suportng femal smnrs*, locatd ner the coljs, to acomodat, durng tw yers r mor, undr ledrs of thr own chois, such graduats from institutions undr this systm, & othrs likwis, if they choos, as wish to mak frthr improvmts, bfor entrng on thr prmannt stations & busns, that, undr propr regulations, they ma hav acss to the colj librrs, & othr educationl frntur, & to the lecturs of the profrs. This wud fil an unaturl blank r casm in our educationl matrs, which has hithrto causd much invidius dsrimnation btwn the sxs, & much embarsmnt & deprson of femals. I gratly dsir that I mit, bfor I di, se this blank r casm filld.

An institution undr this systm, dsind to acomodat both mal & femal pupls, & prmannt inmats, a farm just rtird a litl from som thrufar, & plas of busns & trad, is xtremly nssry, tho not absolutly indspnsbl. This farm, to b sufisnt fr an institution containng from sixty to a hundrd pupls, r fiv distinct class r famls, of twlv to twnty ech, shud contain from thre to fiv hundrd acrs of good soil, proprly dvrsfid & proportiond fr varius objcs, & varius productions. Ther is probably no situation so favrbl fr the jnrl education of childrn, & the yungr clas of yuth of ethr sx comng from whatvr plas, & dstind to whatvr condition, r busnes in lif, (as has bn said, & ma b said agan,) as that of a larj farm, proprly rtird, & proprly varid in soil & srfas, afordng ampl rom, & al othr dsirbl privljs, acording to previus spsfication, which neds not hre b repetd.—Se Letur II : also Isolatd Rmrks No. 19.

The nssry bildngs shud b located as ner the sntr of the farm as sreumstanss wil alow. They shud consist of the dwlng-hous, a barn, & such wod-rom, & shop-rom, as nssary, al bilt on nw & convnient plans.—Se Iso. Rmrks No. 20.

The proprty, the intrnl consttution, & the govrmt of institutions of this sort, shud b plasd undr the control of a Bord of Trustes, subject to the suprvisn & veto of a Bord of Vistrs which shal hav cognzans of al cass of apel from dsisons of the Trustes, both incorporatd by stat authority with ampl & dfind powrs, aftr being nomnatd by proprietr r proprietrs, donor r

donors, r any ptitionrs, ech rquird to organiz itslf at frst, & aftrwrd anually, to fil its own vacanss, & to insttut a Prudntial Comite of its own body, to act in its nam & bhaf, within prscribd limits, whn cald upon by any party consrnd.

Lt the Bord of Trustes apoint & dret a Faculty, consisting of parnts & asistnt parnts, a fathr & a mothr being asind to ech famly r clas. Lt ech fathr hav the formanshp in an asind dpartimnt of busns, & the fathr of the Senior Clas r Famly, hav the jurl suprintndns of the hol institution.—Iso. Rm. No. 20.

Lt ech of the fiv class, as it shal com into xstns, consstng (xpt the Frshmn,) of not mor than twnty prmnt inmts, consttut a dstnet famly of brothrs & sstrs, with complet domstc polty, the varius roms & busns being adaptd thrto.

Lt the Faculty in the nam & bhaf of the Trustes, undr the thrd mod of this systm, by legl & bindng contract with the propr authorits, adopt, fr suport & education, indjnt orphans, & childrn of povrty & want; othrs also, as ocason ma dictat, non to b yungr than fiv yers of aj, nr, (aftr the synth yer of the institution,) ovr svn yers of aj, al to b of good & fair proms as to naturl endowmnts, the numbr of mals & femals being as nerly equl as ma b, al to continu til the frst da of the month of Ma, nxt foloing the sixtenth brthda of ech.

Lt the said Faculty also rsev into the svrl famils & class, undr the scnd mod of this systm, as ma b found convenient & xpedient, *tmprry manual-labr bordng scolrs*, with hom a rgulr account of dt & crdt must b kpt, acording to princpls & trms agreed upon at thr admison.—The tim of thes inmts shud b dvidd discretly btwn lrrng & productv busns, recreation & rst, mels & wrshp, al beng harmoniously, economcaly & kindly aranjd.

Lt the sam Faculty also, undr the frst mod of this systm, dsind as a sampl & modl fr the radcl improvmt of the Comon Scolrs, r to ansr instd of thm, undr the nam of Dstret, Vilj, r Sity Class, rsev da-scolrs, rsidng, r bordng, in the neibrhod, as shal b found advisbl, to b admitd, on stipulatd trms, a srtn spsfid numbr of ours a da, to lrn & wrk in the class of prmnt inmts.

Lt ech mal, & ech femal section of a clas, & ech grad of a clas, hav a forman to lead the othrs in al spsfid tims & consrns, to b apointd by the actng parnts of the clas.

Lt the mmbrs of the Faculty rsev an economcal & frugl,



but comftrbl livng, whil they tary in the institution ; but whn they lev, they shud rsev such proprty from the funds as shal b awardd by the Bord of Trustes, subjeti of cors to an apel to the Bord of Vistrs.

Ther shud b kpt on the farm of such an institution, one cow to about fiv inmats, & one hors to twnty fiv ; al trand to ag-reulturl busns that they ma ansr instd of oxn. Othr anmls ma b kpt, if found xpdient.

And now, if yu ples, we wil atnd to varius matrs of lrning & wrk carid on toghtr.—Lt such kinds of productv handcraft as ar the most profitbl, & do not rquir too much nois, motion, r constnt & intns thot, such as bradng, nitng, &c., b introdusd & prformd at the sam tim with orl instructions from txt-bok, r the mind of a parnt, r techr, r forman pupil. Whn manual lrngg, such as redng, ritng, drang, paintng, & instrumntl musc, rsev atntion, thn of cors the othr handlabr must b dscontinud.—Lt ech mal inmat pupil hav a gardn larjr r smalr, acording to his aj & capasty, with a femal partnr in the consrn, to cultvat fr thr own plsur & profit.—Lt the ag-reulturl busns, & othr strng & noisy wrk, b aranjd, as far as posbl, in such manr, that one clas of boys ma labr one haf of the da & anothr take its plas the othr haf, ech atndng to lrngg the othr part of the tim, chanjng the parts of the da ons a wek ; & just so with gard to the grls, in thr simlr indor busns.—Lt varius instructions, espssly in rlation to the busns in hand, b givn as much as sreumstanss wil prmit. by parnts & formn, at wrk.—Lt music, instrumntl & voel ; also drang & paintng, b much taut & prastd, espssily as recreation.—Lt othr techrs in any particulr busns, art, r siens, b tmprly employd, as ocason ma rquir. Lt redng of the Saerd Scripturs, by ech capbl of redng, the othrs lookng on, b prformd in conection with famly wrshp, imediatly afr the mornng mel, & also afr that of the evngg.—Lt a vrs from the Bibl b lrnd & rpetd at ech mel, by ech prson, imediatly afr being setd at tabl.—Lt a short tabl lsn b lrnd & rsitd at ech mel, which wil not only continuly increas the stok of jnrl nolj ; *but wil also frnsh intrstng topics fr tabl-tak.* On prinspl of asosiation of ideas, grat advantj ariss from minglmg lrngg with the vry agrebl busns of etng & drinkng. This practs, judisusly manjd, wud of itslf, in the cors of elvn yers, acomplsh wondrs.

*Sabath aranjmnts & busns* :—Lt al du prparation b made fr the Sabath, that but litl labr ma ned b prfrmd thron, to intrupt the apropriat rst, the sacrd srvss, & the moral & rlijus divrsns & improvmt of the da.

Aft rrsng in the mornng, lt the inmats atnd to thr Bibl lsn, to redng the scripturs, som slet rlijus priodels, boks from sabath scol librry, & othr boks asind fr sabath redng, with xption of brkfst, til 8 Oc. At this tim, lt al rpar to the chapl-rom, to spnd about an our & a quartr in dvotionl muse, in prars, & in herng xpositions of the sacrd ritngs, r a srmon, r a letur. Aft this, lt as many as conveniently can, atnd metngs & sabath scol at the usul plas of public wrshp, rlijus srvs & improvmt, & fr the varius bnfts of cominglng in othr sivil & rlijus sosiety.—Aft rtrn from public wrshp, & aft sabth dinr, ther shud b a re-asmbly in the said chapl-rom fr xrsiss of sacrd muse, Bibl clas, prars, & rlijus confns of the sam lngth of tim as in the mornng. The rmandr of the da, til rtirng to rst, shud b spnt in rlijus redng ; xpt that thos dsposd to sosal prar & spritual improvmt, ma meet fr ths prpos at 8 Oc. evng.—Lt the qustion of formng a chrch in such institutions, fr cristian edfcation, wrshp, ordnanss, & dsipln, b dsidd as ma aper xpedient, & as Dvin Provdns shal sem to indicat. Lt the wekly christian sabaths, the frst da of the wek, r Lords da, fr its apropriat use & ends,—fr its sivilizng, morlizng, enrjizng, & rlijus influens,—fr its many & presus fruts fr the prsnt & futur good of mankind, b made grat acount of in institutions of this sort, *that it ma b a blsng, & thrfor b blsd.*

*Propr Tim fr Rst.*—Thos undr twlv yers of aj, shud rtir to bd at 8 o'clock evng, r bfor, & thos ovr that aj, at such tim as they ples aft that our, providd they b not dsposd to abus thr librt. Al shud ris by 5 o'clock, mornng, & a litl bfor that, a fw months in sumr. Ther shud b alowd no sport, nr unssry tak, at, r aft, going to bd.

*As to tim fr Recreation, Mels & Famly Wrshp* ; aft much thot, I hav arivd at the foloing conclusons:—Lt for ours of ech da b proprly dvidd btwn ths, & lt aranjmnts b so made, that most of the recreations b enjoyd imediatly bfor mels r slep. B-sids this rgulr daly cors, lt thr b, ons a month, &, whn it can b, in conection with brth-da fstvs, made in our of the wrthy inmats, *five ours at ons*, of xtra recreation. Ther mit posbly also b

just oseason, on som prticular months, fr brth-da fasts, instd of fests, & a privation of this xtra recreation. This, togethr with many smal things of comn & fortuitus ocurns, shud b lft to the wisdom of the Faculty. Lt al du atntion b paid to prsnl clenlins & jurl netns & elgns, as a part of ech das recreation. Lt both mal & femal setions of a clas, somtims pla togthr, & somtims apart. But lt much care b takn that al the dvrsons & recreations, amusmnts & sports, b made plsnt, intrstng & hlthful; *but espaly that they b without any viliatng tndnsy.* Lt the pupls do thr own gardn-wrk in thr pla-tim. Lt propr mens b providd fr xrsisng & strngthning, in both mal & femal, al parts of the corprl systm, & that too without jadng, irksom & dstresng fatig; & abov al, without formng awkwrđ habts. As far as posbl, lt nothng unplesnt, r dprsg to the felngs, com within the atmospher of the mels, nr any thing liht r irrrent, within that of redng the scripturs, r of public r famly wrshp. Lt evry propr objct rsev its du atntion at the rit plas & tim, & in propr srecumstanss. In fine, "*lt al thngs b don desntly & in odr.*"

*The consrns of Clothng & Lojng* ar vry importnt, both fr desnsy & comfirt, hlth & vrtu. That systm which wil combin al ths with propr simplisty & economy, wud b xactly the one we ned. But tradition, comon custom, fals dlesy, r no dlesy at al, jurl prjuds, & evr chanjng & importd fashons, ar al strong barirs aganst the jurl & prmannt establishmnt of any radcl improvmnts in ths matrs. Howvr, being pushd forwrd by propr rgard to the hapns of my felo-mn, & gidd by just prinsipls of philosophy, I wil vntur a litl on this dlet & caprisus ground, xpectng of cors the drison & scorn of the folsh dvotes of the whimsel & tyranc gods of fashion.

The first objct of clothng is prsnl aperns, combinng dsnsy, modsty & comlins. This objct is acomplshd whn the prsn is so covrd as wil not xit undu atntion, nr the felngs of dsgust, nr impur imajns, nr unchast emotions. Hns the body shud, in hom drs, b covrd completly, xpt the hd, the hands, the arms belo the elbos, & the fet of mals, & ef femals undr tn yers of aj; & this covrng shud b as loos as conveniens fr busns wil allow.

The sccond objct of clothng is to gard the prsn from cold & lasration. This rquirs warmth in garmnts, & also compactns r endurans, espaly in the parts most xposd. The sreculation of the blod, the prspration, the brethng, the lims,—in fine, al the



bodly organs & motions, shud b lft, without grtng r prsr, prfctly fre & unmbarsd. Hns the clothng shud b liht, as wl as loos. This rul is of vast importans in the afars of lif, & hlth, & comftr. No chil, r sns of cold, fr want of clothng, or sns of het, r profus prspration, by too much clothng, shud b alowd, da nr niht, sumr nr wintr, if it can b avoidd. Lt propr economy also b consultd in the afars of clothng, as wl as desnsy, comftr, hlth, & es of motion,—espsaly in this slf-suporting systm of education. Lt ech inmat hav a sut propr fr aperans in puble; but the evry da clothng shud b in the styl of comon cuntry farmrs at this da in Nw England.

*As to Lojng*, fr singl prsns, it shud alwas b in singl bds, with no fthrs, plasd in an ary situation, with liht soft clothng, just enough to kep off the chil, r the dstres of cold, & no mor. But I vntur, at prsnt, no frthr ideas on ths subjes. Fr the prticulars of my nw systm of clothng & lojng, se Is. Rm. No. 21.

*With rgard to a systm of diettc s propr to b usd*;—to form & mantan such a one as wil satsfy the minds of al consrnd,—such as wil also, in the bst manr, promot the hlth, the comftr, the plsr, the bodly & matl vigr, & such as wil comport with this ecomomcl plan of slf-suportng education, is surely no smal matr. Hre prjuds, whim, prid, fer of obloquy & ridicul, old notions & habts of livng, ar vry obstnat fos. But whthr it ples r not, I wil farly la one down, & that too as an esntial itm in this plan of slf-suportng, jurl & librl education. Fr this slf-suport is, by no means, ethr visonry, r mraculus.

The frst, & a *fundamntl* prinspl, is,—*Enough of holsom fod, netly & wl, but simply, cookd, thre tims a da, & oftnr, whn fr strngth r comftr it sems in any cass nssry*. This fod shud consist of brd-stufs, milk, puls, fruts & varius esculnt roots, with as litl use of flsh, butr, condmnts, consntratd artels & complxity in cookng, as can b made consistnt with populr prjudis, & the felings, habts, & aparnt wants of any of the inmats. Al drinks, xpt cold watr, & milk also, (if yu cal it drink,) shud b avoidd.

This systm of livng has imns advantajs. It costs but about haf as much as comn Nw England livng, on an avrj, fr about thrty yers past. It incress hlth & comftr. It givs a clerr hd & a swetr tmpr, & mor of the plsr, inded, of etng & drinkng. Al this has ben abundntly provd in our modl scol. And wher-  
vr the sam has bn trid, espsaly among children, tho in an impr-

fect dgre, the results hav invariably bn the sam. Why wil we longr & forevr b bgild & cheld by prjuds? In ths thngs, *which li so ner the vill intrsts of mn in this wrld*, the sily, ungrasus snr r tant of a duns, wil ofn produs mor efect than resn & fact, & the vast consrns of lif & hlth, of comfrt & wlth, of enrjy & education.

*A rgulr cors of lrng on sculr das ma now b laid out.*—B-tween the tim of risng, at 5 o'clock in the mornng, til brkfst, at 7, one our & a haf shud b spnt in lrng, & a haf our in recreation. From 7 $\frac{3}{4}$  to 8 $\frac{3}{4}$  lrng, thn ress  $\frac{1}{6}$  of an our; thns to 10 $\frac{1}{2}$ , lrng; thn ress  $\frac{1}{4}$  of an our; thns to 12, lrng; recreation thn  $\frac{1}{2}$  our til dinr at 12 $\frac{1}{2}$  o'clock; thns to 2 $\frac{1}{2}$  lrng; thn a ress of  $\frac{1}{4}$  of an our; thn to 4, lrng; thn a ress of  $\frac{1}{4}$  of an our; thns to 5 $\frac{3}{4}$ , lrng; thn ress til supr at 6 o'clock. Afr supr, lrng & wrk, musc & pla, til bd-tim.—Thos individuals r class, cald to labr abrod, r in the kichn, must b takn from this cors, as ocason shal rquir. On a jnrl avrj thro the yer, in slf-suportng smnrs upon this plan, the inmats hav as much as *eit ours a da* fr lrng, with r without productiv handcraft at the sam tim, & *fr lrng also in the bst advantjs*. Now what wud yu supos al this mit acomplsh, in the trm of elvn yers? Is it not resnbl to think it wud amount to what ma justly b cald *a jnrl & librl education*? But my chf dpndns is on the rsult of trial & xprmnt. I provd the systm one yer bfor I publshd any thng on the subjct. In the cors of fiv yers mor of prof, & of improvmts, I obtand complet satisfaction to myslf, & gav it to many othrs, educatd & dsrning ppl, that this systm of education is inded fesbl, & wud b of vast utilty to the Stat, the nation, & the wrld, cud its provisons b fully carid into efect. Candd atntion to it, & a dsposition to try its mrts, & to se & aknolj thm, is al that is now rquird.

*The advantjs of som mutual instrution in this systm*, dmand som nots in the consrns of its intrnl manjmnt. It is an old maxm with me, (somthng of a truism I aknolj,) *that the bst techrs of what they kno, ar thos ho ar the bst undrstod*. In the frst plas, thes ar cotmprs & intmat asosiats: sccondly, mothrs & nrss: & thrdly, fathrs & neibrs. By the wrd *techr*, I do not here mean *rulr*. Ths ar wrds of vry difrnt import. They ma, r ma not, mean thngs which meet in the sam prsn. How rdly litl sosal plamats wil convey—almost *brethe*—into the minds of ech othr, al thr polj, felngs, & sntmnts. They practs

on ech othrs minds & harts the most powrful eloquns. Propr atntion to this prinspl, & much practs upon it, gratly incresd the entrpris of al the pupls; bo, in a gratr r ls dgre, in thr trns, beam techrs of othrs in my said scol, ethr from bok r mind. It also hlpd vry much to qualffy thm fr techng in subsqunt lif. It srvd also to lor the xpns of instruction, & to incres the rapidty of thr own lrng. An institution of this sort, thn, is a frst rate norml scol, as bfor hintd, wher the pupls ar constantly, durng elvn yers, lrng *what to tech, & how to tech it*.

*Boks, howvr, shud b usd at a propr aj.*—Tho this systm, fr varius resns, espsaly the slf-suport, rquirs much oral instruction in union with productiv handcraft; yt the pupls, afr ariving at twlv r fortyn yers of aj, shud acquir the habt of obtanng noli from boks, by atndng mor r ls, by thmslvs, daly, to redng, r bok-study.

*Economy of tim & labr, & the valuabl fruts throf*, ma now b notsd.—By constnt efrts to simplfy al kinds of busns, in the hous & out of it, as wl as al kinds of lrng, much tim & labr ar savd. Tho I hav nthng to bost of, yt by the favr of Hvn, in the afars of this systm of charty & of education, I hav, in som thngs vry matrial, *with haf the usual xpns, dubld the usual profit*. This constnt efrt at economy & smplfication of al busns, contributs gratly to a good sculr education, to a comptnt & esy slf-suport, & to the rapd aquision of varius & valubl lrng. I wil giv yu just one spsmn of my mod of smplfication & economy in teching litrtur & siens.—Lt one of a clas, al the othrs strictly atndng, read a sntns;—hn dfin ech wrd, r giv the mor obvius menng, r menngs; thn giv the etmolojy, & the syntax too, if capbl, acording to my smplfid mthod; thn use ech wrd in one xtmpraneus sntns, r mor, to tst the noli of its menng r menngs;—thn, finaly, spl ech wrd by ritng. Hre, yu prsev, ar taut at ons, in plsnt harmony, & to grat advantj, the importnt branchs of redng, dfinng, gramr, composition & splng; & ritng also, if not thn prvntd by othr hand labr. This cors, wl prsud, wud soon produs srprisng rsults.

Ther is one thing mor, which, in English litrtur, ot spedly to b don, to rndr lrng esir. This, howvr, can b don only by the consnt of the *Rpule of Ltrs, the athrs & publshrs*. But whn don, it wud ad gratly to the fasiltis of this systm, & wud sav one thrd of the tim & xpns usually dvotd to a comon primry



education. This thing is,—*The confirmation of our orthography to our orthoepy ; r, of our ritn to our orl r spokn languj ; r, of our splng to the sounds of our wrds ; r, the giving to ech primary sound one, & its own, dstinct ltr.* If this wr.ons don, it wud b esy to establish a rul & mthod fr prvntng a futur spration of the orl languj from the ritng throf, acording to the naturl tndnsy of thngs so difrnt in thr naturs,—to educat childrn as wl at 12 yers of aj, as they ar now educatd at 15,—to sav fornrs vast trubl in lrngng our languj,—to prvnt mor than one thrd of al the xpns of al litrry education, & al litrry busns, xpt voel redng, —& to rlev us of the bad tndns of the comon scols, & of our dstrng embarsmnts, & of our mortfyng mstaks in ritng composition, durng lif.

*One kind only of lrngng shud b admittd at the sam tim into the sam rom.* This was a part, & a vry valuabl part of our intrnl economy. It prvnts the colful & runus jargon of the comon scols, & is as nssry inded fr childrn, as fr yung mn at the coljs & profsonl institutions. The want of such an aranjmnt as this, transforms a comon scol of childrn, hos minds ar, of cors, esly dvrted & dspatd, *into a complet caos, babl, r bdlm !*—And ho cud supos that, in such srecumstanss, they wud lrn much, r aquir any good mntl habts ?

*Propr tretmnt, by the inmats & by al pupls, of the parnts, & of ech othr.*—Lt al the parnts of a smnry b treted by al the pupls with much rspct, afction, confdns, & obediens.

The surst means of sosl improvmt & haps among pupls of the domste, r any othr scol, r institution of lrngng, shud, with grat solistud, b constanly usd. Ths ar,—1. The cultivation of the naturl sympths, & sosl afctions, togthr with that of mutul rspct, & of chast languj, sntmnts & felngs, btwn the sxs. 2. Prvntng, as far as posbl, al ocasons fr rivlshp, envy, & contntion. 3. Alowng no xrtion of strngth upon ech othrs prsns, r tords thm, not evn in sport r recreation. 4. Prmitng no unkind, nr unsivl wrds, looks, r actions, tords ech othr, nr any thng dsind r prpard to produs irtation. 5. The abundnt inculcation of the sntmnt, that slfshns, prid & envy ar alwas men, unmanly, & dspebl, & that jnrosty, kindns & bnvolns, ar alwas nobl, & of hi rput among al sivlized pepl. 6. Rquirng the frequent intrchanj of sivilts, gratuits & varius kind ofss. 7. The erly & dep imprson on the mind & felngs, of the senti-

ment, that we ar al naturly too slfsh, pasont & partil, to b the acusers, jujs & xcutionrs in our own caus, & of cors that we must govrrn ourslvs, & b wilng to rfr al dfrnss with othrs to parnts, r to techrs, r to the sivil authority, r to God the riteus & finl judj of us al. The judisus & constant use of such mens, is vry likly to prvnt disgust, envy, hatrd & quarlng, & to produs fratrnl afction, mutual improvment, & sosal hapns.

*The dspln propr to b usd, & the motvs to good bhavir to b urjd in smnrs of this sort.*—So much librtty shud b givn to the inmats, & so much fre xrsis of thr felngs, inclnations, & facults, as they wil use, & not abus, fr thr own injry, r that of othrs. Afr sutbl tim fr aquantns with the natur & resn of the ruls of bhavir, fr the xrsis of al du & resnabl morl influns & prsuason, & fr layng asid old rong notions & habts fr nw & good ons, *thn strict subordination shud b enforsd* by the faculty, r mmbrs throf, acording to jnrl r prticular dretions of the Trustes, with as litl & as lint punshmnt, as wil posbly ansr its importnt prpos, & as wil bst seur the wl-being of the institution, & its inmats. The ocasons fr corprl punshmnts, & the manr & dgre of thm, shud b wl dfind by propr authority. Whnvr such punshmnts ar nsry, lt thos b usd which ar atndd with the lest notriety & dgradation, & which wil hav the most dsirbl influns on the mind & wil of the salty pupl. B frugl of punshmnt; but se that it *nv* b infctual. Falur of its just objes, wil rndr it a grat evl.

*Othr motvs to good bhavir shud b urjd*; such as, 1. The aprobaton of ons own morl felngs, that of enlitnd & wrthy pepl, & that of Omnipnt & Riteus Hvn. 2. The prsus & onrbl enjoymnts, naturly produsd by thr own amiabl dsposition & conduct. 3. Gratus, carss, & othr frequent tokns of parntl plsr & rspet fr thr prsawrthy conduct. 4. The rtrbutions of a futr lif, as taut by the bok of natur, of Provdns & the Bibl. 5. Whn nssty absolutly rquirs it fr prserving bad conduct, lt ther b the privation of somthing plsnt, r the infliction of fins to b paid by wrk in pla-tim, r tim gand.—Such motvs constntly & proprly prsntd, wud probaly xrt a vry powerful influns on the caractr of childrn, espaly whn kpt clos from tmptation.—In our institution, we made grat use of premiums, not fr doing *btr than othrs*; but fr doing *wl*;—also, brth-da fstvs, & the frequent prsntation of good childrn to thr fathr fr his smils, his carss, his kind &

plsent convrsation, & othr rwards. Ths mens, with most of our childrn, had evry dsirbl efct.—But astr al, with som childrn, corprl punshmnt, howvr dsagrebl & painful to parnts & techrs, in a gratr r ls dgre, as taut in the Bibl, espsaly with nw-comrs, *must b usd*. But it shud nvr b inflietd, xpt with cam & dlibrt felngs, & the best evidnss of prntl afction & fidlty. *An ouns of prvention, howvr, is btr than a pound of cure*. Thn look wl to the compny of the pupls, & gard thm from the poisnus & sductiv influens of asosiats, & visus rltvs.

Othr matrs blongng to the intrnl manjmnt of such institutions, ar insdntly, & ocaonly, introdusd into othr parts of this cors of leturs.

The nxt letur wil b on the aplcation of this systm, esply to mal education, with a rgulr cors of lrng & busns markd out fr the trm of elvn yers.

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## LECTUR VIII.

### THE APLICATION OF THIS SYSTM, ESPLY TO MAL EDUCATION.

As the dfrnt sxs of the human famly wr made fr ech othr, it sems naturl to conclud that they shud b educatd togthr. This sntmnt is taut planly by God, in his causng both sons & dautrs to b born of the sam parnts. He has thus shon it his dsin, that brothrs & sstrs, bound togthr by the strong tis of natur, afction & intrst, shud ris togthr undr the frndly & fathful manjmnt of the sam fathr & mothr, thr naturl gardians, techrs & gids. This constitution of Hvn frnshs both with the farst optuntys, & the strongst indusmnts to contribut to ech othrs suport & comfrt, svlization & onr; ech doing fr the othr what is fit & propr, acording to the natur & rlations of thngs, in that domstc systm which God has establsd. It is csntial, howvr, that evry educationl instiution fr both sxs, shud b of famly shap, & b subject to good & holsom famly rgulations. But, on account of xtrem dffnsy in parntl qualfcations & asduty, &, of cors, *in houshold education*, & on account, likwis, of the jnrl falur of the comon scols to rmdy such dffnsy, ther sems to b now a prsng dmand fr educationl institutions—to b, as far as posbl, of pur domstc



caretr, & frnshng, on the famly prinspl of slf-suport, a jnrl & librl education; not merly inded fr the dret bnfts to the erly inmats, & to the wrld thro thm; but espsaly to oprat also as coret & influentil modls fr imtation in comon famls, & fr the dep rfrmation & radcl improvmt of othr mods, systms, & institutions of education. Hre is the first argumnt, & no smal one, fr the adinison of a numbr of mals about equal to that of the femals, into smnrs bilt on this systm.

Anothr argumnt is, that al comunts, larj r smal, whthr nations, stats, towns, viljs, neibrhods, & espsly famls, do ned *real mn*, possd of masculn powrs, masculn objcs, & a jnrl masculn education, proprly enjjizd, sofund, tmprd, & rfind by a good, a kind, a fathful & efisnt femal influns, such as that of an xlnt, wl-informd, & afctionnt mothr & sstrs. Such mn ar prpard both to kno & to dfnd the rits of such comunts, to aford thm protection, to provid aganst want, & to promot thr union & prosprty, thr onr & hapns; &, morovr, one also prpard, at propr aj, to entr upon the chf & most consquartil of al human busns, that of educatng famls of thr own. No one, unls educatd in a gratr r ls dgre in a famly, r som domstc institution, is fit to brng up a famly himself. This bi consrn of mn, (I men the rasng up of anothr juration,) rquirs an education, in xtnt & dgre, fit fr a real citzn king, r any rulr of a grat & enlitnd nation. What wondrs hav bn acomplshd, & ma stil b, by the domstc scol. Evn the grat Washngtn, the fathr of our nation, was not made by comon scol, hi scol, acadmy, r colj; but, undr God, by his domstc scol, & himself.

This slf-suportng systm of jnrl & librl education, was orijnly invntd & dsind fr the pecular bnft of the ls opulnt femals. But, on trial, it was found, with som smal variations, to b almost as wl adaptd to mals as to femals, & to both in the sam smnry, wher ther is sutbl wrk.

Aftr this introduction, much too long prhaps, I wil now entr on the chf bušns of this letur, which is to point out som of the main dfinss of the formr & comon mods of male education, & to sho thr rmdy in this systm. And,

1. The education, acording to ths old mthods, is confind within vry naro limts, is vry imprfct & inadquat, & must b so of cors, without an xpns byond the mens of the midl & ls wlthy class of our sitzns. Parnts ar in jnrl vry ngljnt, as to both thery

& practs, evn in thos branches which they undrtak to tech thr childrn. I now mean the physcl r bodilydpartmnt, & the comon & esntial consrns & busns of lif, & much mor so in litrtur, siens & the ornamntl arts. Inded the instructions of som parnts to thr childrn, by both xampl & prespt, is postvly unsvlizng, vitiating & dgradng. Atndng the comon scol, sldom, if evr, mnds the matr much, & vry ofn, on the hol, provs dsiddly injurius to svlization, morals & industry, & confrms the pupls in ignrn & bad habts. Whatvr is lrnd at al is, on many accounts, aquird in a vry suprfsal, unsystmatic & imprfct manr, of vry litl use fr aplcation in the comon afars of lif. And frequently by absns from scol, & ngljns of lrng at hom, many of thr most valuabl aquisitions ar lost. If they go to a hi scol r acadmy, the xpnss do not alow thm to tary long enough to lrn any thng thruly, in both thery & practs, undr the sam techrs, r to aquir caretr & prpration fr the varius rlations, duts, enjoymnts & trials of lif. A mēr smatrng of nolj is obtand.—But the sons of the rich can b suportd at the hi & the hiest institutions of lrng, long enough to giv thm too grat a dstinction among thr felo-sit-zns fr the good of rpublcn sosiety. Thes institutions thn, aside from thr othr imprfctions, ar in thr tndnsy postvly aristocrate, elvatng the rich & dprsng the poor,—brngng the latr by dgres, & thr postrty afr thm, into the position of dgradd & misrbl psnts, r igrnt, dpndnt, menials.

But this systm frnshs a rmdy fr al ths sor evls. As to educationl wlth & powr, the most stabl & valuabl of any, it plass the sons of the poor on equl fotng with thos of the rich. It taks poor but promsng boys at fiv yers of aj, & plass thm undr the care of abl, wl-informd, fathful & educatng parnts, ho wil se that they daly advans in the varius dpartmnts & brauches of usul lrng, al going forwrd togthr in harmony, *during elvn yers*, —a sufisnt tim for thru aquantans with evry importnt matr of atntion, & the establshtmnt of good, strong & substantial habts. Such an education is equl in valu to what the rich can giv thr sons, by al thr mony & thr anti-rpublcn institutions. It beoms, to al ho poses it, most prsus & avalbl proprty, alwas at hand, dpostd in ons own slf, going wher he gos, & dwlng wher he dwls, & in a plas wher no fire dvours, no moth corupts, no thef aprochs, & no chanjs of lif dstroy. And this, al aquird by the propr employmnt of thr own powrs, & without the comon tmta-

tions to idlness & vis. The pupils are not kept at work long enough at a time to become tired of it, & to forget their learning; nor long enough at learning to prevent their relish for it, & to forget their work. All parts of the human system are exercised together, as they should be, in the various branches of useful learning & business, till a most valuable character is formed & confirmed by habit, & a *young man, well-proportioned, able, useful, honorable & happy*, is placed early in the world to bless human society, & act for the improvement, the regeneration, & the happiness of society.

2. The usual methods of education are extremely deficient in the physical, moral & ornamental departments. I shall speak of this deficiency as they are generally found prevailing in the domestic & common schools, & the higher institutions of learning; admitting, once for all, that there may be honorable exceptions, & that there has of late been manifested a laudable spirit of improvement, especially in Massachusetts & New York, & perhaps in some other States.

Intellectual improvement in literature & sciences, seem to be the chief & almost the only object of the common schools & higher educational institutions, *as though this were the whole to be sought for in educational affairs*. The matter of health & physical improvement, seem to be left entirely to the home school, & even there they are generally without regular system,—*all at haphazard*. Some, I acknowledge, especially in the country, by the old family customs of food & sleep, play & labor, *happen* to obtain pretty good bodily constitutions. But none acquire that journal strength in all parts of the system, & that adaptation of it to various & indispensable uses, which would naturally be produced by a judicious course of athletic & gymnastic exercises & exertions, suited more or less, daily, for years. This department should be the first, & a grand concern of all educators. For how little would a gigantic mind, a good heart, & admirable accomplishments, avail in this life, without a well-formed, healthy & efficient body.

With regard to morals, that matter of paramount importance in the character of man, as the rational, accountable offspring of God, placed here in a social & probationary state, the former & usual methods & institutions of learning are grossly deficient. Virtues & junior sentiments are not sufficiently inculcated & impressed on the heart by early & continual address to the moral feelings,—such as those of honor & shame, propriety & impropriety, right & wrong. In the provinces of morals almost nothing is done out of the home school, except the prohibition of certain grossly immoral acts, by threatened penalties, & the dry study of moral philosophy, as it is called. The minds seldom have any deep & last-



ng salutry efct on the caractr. Inded, the comon scols & hier educationl institutions, much on account of the compny in which the pupls mingl, whn out of the siht & control, at ons, of both parnts & techrs—as in going to & from scol, at resss, intrmis-  
ons, &c.,—& much also on account of thr condition, in varius  
rspcs, whil rsiding at coljs & bordng houss, *ar truly dmorlizng  
in thr indnsy*. In ths plass, the gidy, wawrd childrn & yuth  
meet with many strong tmtations, without corspondng fortification  
& gard aganst thr influens. In the famly scol also, the propr  
mori instructions ar too scant, & the reins of govrnmt too loos.  
The yung of our ras ar xtremly sosl in thr naturs, & they practs  
drectly on ech othrs harts the irsistbl eloquens of felng, pro-  
pnsty & pason; & thr fusibl inclnations & caràctrs, lik metng  
waits, esly amalgmat, & in thr *downwrd cors*, *ar constntly sek-  
ng a lvl*. Thus one nauty & unsivl child r yuth, wil dpresiat  
r corrupt many.—Also, putng out childrn to bord abroad, awa  
from the constnt watch & care of thr parnts, *r fathful ACTNG  
parnts*, merly to pas awa thr tim, r to atnd scol, is vry danjrus  
to thr morls.

The ornamntl dpartmnt, such as es & gras in motion,—the  
matrs of comon svilty & etqt among the wl-brd,—the vry plsnt  
& usful acomplshmnts of drawng, paintng, musc & polit litr-  
tur, sem to b vry jnrly ngletd, xpt in som vry xpnsv scols,  
particuirlly apropriatd to this dpartmnt of education. But the  
systm of jnrl & librl domstc eduction, xibtd in ths lecturs, givs  
sufisnt tim & optrtnty to atnd thruly to evry importnt branch  
in al the dpartmnts of lrng, & to ariv at hi atanmnts in litrtur  
& siens;—sufisnt tim & optrtnty also, fr the thertc & practcl  
nolj of busns in jnrl, & that espsly which is solod, r to b solod,  
fr usfulns & slf-rpourt.

— In the physcl dpartmnt, ther is a complet systm fr daly prac-  
ts, evry part of which is prpard in the bst manr posbl fr jnrl  
hlth & strngth,—fr endurng nssry fatig & xposr,—fr efisnsy in  
productv busns, fr bodily activty, es & ajilty, includng the con-  
srns of our daly wants & comfrts, such as fod, clothng, lojng,  
washng the prsn, arng, tmprtur, varius labrs, athltc & jymnaste  
dvrsons & xrsiss, afars of hlth, prvntv & rstortv, & of tm-  
prns in al thngs. And this systm is to b daly practsd, also,  
undr the drection & inspcion of afctionat parnts, ho hav wis  
ruls to gid thm, & a kind & fathful powr to ovvrse thm.

In the dpartmnt of morls, ther is also a complet & harmonius plan to b daly rgardd. One of the frst things to b don, is to cal forth to action thr naturl asctions & sympaths, & to cultvat thr naturl snss of propriety & impropriety, of dignty & menes, of onr & shame, of riht & rong. Ech shud b made erly to shudr at the thot of doing any thing unwrthy, improp, r wkd, ethr toeds God, r man, r himself, r the bruts,—& that too, evn on the suposition that non but himself shud evr kno it. This wud b a hi atanmnt inded, & giv promis of futur usfulns, & hapns in srvng & enjoyng God, his selo-mn, & himself. No systm of education is, by any means, complet, which levs this grand matr out of its account.

The varius plsnt branches in the ornamntl dpartmnt ar here by no means lft in the bak ground. The amibl & intrstng accomplishments, arising from the cultivation of the bivolnt & sosl felngs, of the fine & librl arts, & of jntel litrtur & manrs;—the cultivation also of the snss of ordr & harmony, of buty & sublimty, of congruty, novlty & grandur, ar al vry valubl fr privt prsul enjoymnt, & fr usful, plsnt & onrbl crnsy in the wrld.—Drawng is bgun erly, & practsd much fr dvrson, & an esy introduction to hand-ritng. Just so with voel musc, which shud b practsd daly, espaly just bfor ritng to rst fr the niht. Ther shud b a singng scol, kpt in the chapl, a short tim, tw evngs evry wek.—Some painting & instrumntl musc, with othr branches in this dpartmnt, ar to b atndd to at propr aj, & in du dgre. Som of ths, by a slfish, iniquus & cruel monopoly, hav bn plasd beyond the rech of the ls opulnt class of pepl. But this systm ofrs thm frely to al, & to any dsirbl xtnt. Ther is in human natur jarly, a grat fondns fr musc, & othr fine acomplshmnts. Why thn shud the ls wlthy & mor laborius class, ho most ned thr dvrting & rcreatng influens, b deprivd of them?

The education of mals has jarly bn too esmt, & has ofn, on the othr hand, fr want of femal influens, & that of ornamntl lrng also, trnd out from the monstry, r any monksh institution of lrng, upon the wrld, yung mn xtremly clownsh & rough,—*hardly haf selvizd*. But this systm is dsind to frnish al important matrs in propr ssn, in du proportion, & in plsnt congruty & harmony.

3. The old & usual mthods of education, hav bn vry dsint in the consns of self-education, self-dicetion, stablty & weit of



character, & of investigation & invention.—The days & years of pupils are but the commission of a life in these things, & the only life which we shall ever have to live here. How important then, that, in the early part of this one important life, boys be put into the business & daily practices of the very things which are afterwards to be pursued; or, more properly, that they be set at going, & kept onward, in them, for the sake of a more thorough & familiar acquaintance with their nature, relations, uses & needs. But what system, method, or institution of education, has not been grievously defective on this score? How often is it said, that such a man has good faculties & is willing to work, but cannot set himself at it? The reason, the common sense, the moral feelings,—the investigating, the comparing & the inventive faculties—these means of self-education, self-propulsion, self-government, & self-direction, are not set early enough in operation for independent & persevering practices & habits, at the close of pupils' & minority.

For these deficiencies, there is also in this system a very sure remedy.—The little five-year-old boy is set at work to instruct, to guide & manage himself, & put into the way & kept onward in the way in which he may expect to be something, & to do something in the world,—& that of & by himself, under God, & independently of parents, teachers & fellow-men. He is not only taught how to educate, direct & govern himself; but is put into the very business. He is daily led along in a course of life, of nobility & of business, & which gives him energy, perseverance, & proper confidence in himself, till he can go alone as a man, & plan & act independently for himself. He becomes able to form, by himself, correct principles, opinions & projects; & thus acquires stability & weight of character, which bring him a rich harvest of wealth, honor & happiness.

4. The old & common methods of education do not furnish a journal course *long enough to form good & permanent habits of thinking & acting* in the many cares & duties, sufferings & enjoyments of common life. All this needs no proof, but actual inspection & a little reflection. You can hardly open your eyes on society without seeing it.

But this also has here a remedy. For this system is so arranged, that all the important matters in the different departments of a journal education are introduced in proper connections, & at proper ages,—each reserving due relation & proportionate attention for days, months, & years, as in a common wise & enlightened family,—that all may be thoroughly learned & practiced, & thus prepared for ready use, as occasion shall require, in the common & special affairs of life. It is like an organized & living body, each member reserving its due proportionality in size, strength & activity,



& in harmony with al the othrs, is alwas rdy fr its own propr use.

It also frnshs means fr nssry & dsirbl chanj. One kind of labr, r of lrng, wil giv dvrson & rst from anothr. This is atndd with grat advantjs, & enabls one to acomplsh much mor in a da than he othrwis culd. Bsids, if one kind of busns fail, it givs prpration to entr on anothr, & anothr stil, without embarsmnt. Lt al considr wl ths things.

In odr to giv a mor complet vw of this systm, in its dtals, & to sho mor fuly its abilty to rmdy the dfinss hre compland of, I wil giv a scdul of a rgulr cors of mal education, *fr the trm of elvn yers*, espaly whrin it *shud & dos* difr from that of femals, prsntd at larj in the fift letur of this cors; this trm to comns on the frst of the Ma afr fiv yers of aj, & to continu til the sam da afr sixteen.

FRST YER, ajd 5.—The boys shud prform som liht busns in evry da famly consrns, comonly in Amerca cald *chors*; such as driving the cows, transporting fuel, chop wod som with a liht prety ax; bgin to lrn bradng, nitng & sewng with the grls, in conxon with som plain & intrstng oral instructions; go of ernds; lrn to wash & drs thmslvs, to tak care of thr own bds, clos, shos, & othr proprty, & to swep thr own rooms; bgin to rak & trd ha, &c. They shud pla much, & bgin to practs systmate jymnastes. They shud b taut to govnrn thr tmprs, & to think of thr own busns & prform it in its tim, without being frequently rmindd of it by othrs,—to b carful & fathful, modst & clenly, kind & jnrus, & to tret the grls proprly. They shud b hlpd much in lrng orl languj.

SCOND YER, Æ 6.—Bgine to do othr liht wrk on the farm, espaly in plantng & hoing the felds. Hlp tnd the catl in the wintr. Wrk som in the gardns. Advans in thngs bfor bgun.

THRD YER, Æ 7.—This yer, undr the jnrl suprintdnds & inspection of thr actng parnts, the boys shud bcom somthng lik aprntss to thos of tn yers of aj r mor, in varius busns, espaly in the afars of a gardn,—in which they both shud hav an intrst, ech with a femal partnr, & in the plsurs & profits of which al four shud hav a shar. In this they shud continu til they thmslvs bcom tn.—Lrn to handl tools som in the wrkshop, & to mak som smal things fr amusmnt, r profit. In this they shud continu, mor r ls, to the end of the rgulr trm.

FORTH YER, Æ 8.—Lrn to mo a litl in thin gras, with a short liht syth; rep, a litl; gathr bens, pes & fruts; do som liht wrk in the brik-yard, if ther b one; pick up potatos & fruts in har-vst, & husk Indian corn; advans in athlct sports & jymnastic efrts. Bgin to ride hors & driv a tem som. They shud now b taut the propr tims of doing thngs, & the resns of doing thm as they ar don.

FIFTH YER, Æ 9.—They shud now lrn to swim, wher is no danjr, to hlp manj a boat, to angl r catch fish, to draw & carry watr, with som atntion to its philosophy & uss. Mak dams in runng watr, & som smal watr-wrks fr amusinnt. Lrn somthng of the mchancel powrs, & othr artcls in naturl philosophy, & thr varius uss in comon mats. Se to the liv stok som in sumr.

SIXTH YER, Æ 10.—Undr the drcetion & ovrsiht of parnts, they shud now bgin to gid a yungr boy in varius busns, espshly in gardnng. Ech boy shud now becom a forman in the afars of his own gardn, with a femal partnr in the consrn; do liht wrk ocasonly haf of a da at a tim, in sumr sesn, on the farm; mnd & mak smal shos; kindl the fire in the kitchn; tak part in d-bats; to read & spek thr own compositon; atnd som to the poltiel afars of the town, stat & nation; bgin to milk the cows.

SVNTH YER, Æ 11.—Bgin undr propr gidans to atnd on varius public ocasons, & to se & lrn the wrld as it is.—Grind ej tools; atnd to weits & mesrs, & use thm; lrn the uss, the dnom-nations & coins of mony; obtan som aquantans with comrsl afars; mak smal wind-whels & othr mashinry; use cros-bos & fir-arms, &c. At the clos of this yer, they shud b xamnd in comon lrnng in jnrl, as canddats fr a PRIMRY DGRE, & such othr rwards as hav bn ofrd on srtn condtions.

EITH YER, Æ 12.—Tak the formanshp of varius busns, espshly the care of the catl in wintr; chop wod in the forst; lrn simpl land msr; mak som jeolojel srveys & colections; asist in kepng the accounts of the smnry; lrn cors paintng, & varius shop-wrk; lrn to b jnrus, just, chast, dlet & jntlmanly tords femals; atnd to the thery & practs of techng othrs; sow smal grans; atnd to the thery & philosophy of agrcultur, of varius meancel busns, & of mrchandis; read som select priodcls, jrny, & kep a privat jrnl; b much in dbat & fre confrns; study mn, & thngs, & *languj* much.



NINTH YER, æ 13. At this aj, the busns of makng the boys usful mn, real gntlmn, abl & wrthy citizns of an enlitnd rpuble, shud b prsud in good ernst. Habts of thru invstigation, of care, promtns, prsverbs, punctuality, & corctns, shud b formd, & thr ujmnt shud b xrsisd in al things that fal within thr propr spher, they shud atnd much to the siens of govrmnt in its various forms & dpartmnts, much to the consttutions & laws, & the politcal afars of thr own stat & nation; read rgulrly & with care, one r tw good politel nwspaprs; jrnly fr observatn & an aquantns with the wrld; bgin to hold somthing lik the forms of scol-metngs, twn-metngs, varius convntions, ljslatur & corts of justs. Ther shud now b bgun, undr the wis & fathful manjmnt of thr parnts, & of the hol faculty, much jnrl redng, *fr jnrl nolj*. Thruuly rvw the branches of the primry education, that they ma b wl prpard to tech childrn.

TNTH YER, æ 14. Undr the gidans & suprvison of the parnts, they shud tak the formnship of many mor thngs in busns & lrng. Atnd much to economy & hlth in livng, to means of prvntng disess & rstorng hlth, & to al thngs that rlat to bodily & mntl abilty & efisnsy: atnd to the wrth of proprty in proportion to its xpns. Study the charactrs, motivs & dsins of mn, & what dgre of confdns is to b plasd in thm. They shud now b put on thr gard aganst futur tntations & xposurs among mankind. Study navigation & land surveyng.

ELVNTH & LAST YER, æ 15. Rvw much that blongs particulrly to mals; pa much atntion to thr varius probbl & posbl rlations in lif, & thr consqunt obligations & privljs, such as thos of husbnd, fathr, techr, neibr, sitzn, &c. They shud b wl prpard & frnshd *fr the vast & rsponsbl, & chef busns of mn in this lif*, which is, *with hlp-meets fr thm*, to insttut, support, manj, & educat a famly of thr own. They shud this yer, becom formn in som of the matrs of the smnry; try thr education & skil som abrod in the wrld alon, to tst thr capasty fr self-drection. They shud now b thinkng seriously rspctng a profson, r som rgulr cors of chef busns fr onrbl self-support & comfrit in lif, & fr usfulns among mn, & shud b takng counsl of the most judisus & fathful frnds, in rlation to this vry importnt matr. At the clos of this yer, lt thm b xamind *fr a clasc dgre*, fr any ofrd premiums, r fr aprobatn & recomndation as techrs, r as labrrs in any particulr busns, r as candidats fr aprnti-



shps, r profsonl studs with rfrns to othr kinds of busns.—At this tim, they shud ethr lev the insttution, r tary longr fr srtan sps-fid prpss, as shal b agreed by al partis consrnd.

Now, dos not this scdul, togthr with that in the fift letur, made prticularlly fr femsls, provid aganst many lamntbl dfinss in the formr & usual mthods of education; & giv grat wrth to this systm?

5. In the comon mthods of education, ther has bn grat falur in the vry nssry & consquential afars of jnrl nolj, periodcl rdng, & educationl jurnyng. This I ned not prov; fr, undoutdly, non wil dny it.—Hre also, this systm frnshs a rmdy, as alrady sen. *Jnrl nolj*, in conction with what is clasc & spesific, but not a substtut fr it, is not hre lft to the dictats of idlns, capris, r hap-hazrd; but is duly apresiatd & rquird undr wis & fathful manjmnt.—*Periodcl rdng*, so esntial to giv one a correct histry of his own tims, & a nolj of the subjes & objcs of intrst in ths tims, hre rsevs the atntion & guidns which its importans, & *its danjrs*, dmand.—*Jurnyng* also fr obsrvng the wrld as it is, & fr jnrl improvmt, espesly in comon manrs & etqt, at frst with a skilful techr, & astrwrds alon, is by no mens lft out of the acount in this systm, dsind to b bilt on the prinspls of comon sns, & with rfrns to the comon condtion, wants, intrsts & objcs of mankind. The matrs undr this hd surely shud rcomnd this systm.

6. The comon mthods of education, ar not what they shud b with rfrns to the *politcl consrns* of a rpublien nation. Sldom inded dos a famly, comon scol, hi scol, acadmy, r colj evr snd out a yung man, wl frnshd by its cors of instruction & lrng, fr the varius duts, privljs, & ofss of a fre govrnmnt. They must, jnrly spekn, afr al, fr ths qualfcations hav rcsors to thr inclination, tact, & such hlps as fal in ther wa, r as they can procur fr thmslvs.—On this scor, also, this systm is not wantng.

7. The last comon educationl dfinssy, I shal now nam, rgards a numbr of thngs, al of which hav a rlationshp among thmslvs. Most of ths hav bfor bn insdntly hintd at; but not made sufsntly promnt. Ths ar the consrns of sylvization; the varius rlations & the consqunt obligations of lif; the rits, the valu, & the propr tretmnt of femals in thr varius coaditions in sosiety; the suport, the manjmnt, & the jnrl education of a famly; & finly al matrs that sonsrn the public pes, & jnrl

wlfar. That ther has bn grat & ruinus dffnsy in ths thngs, canot b dnd.—But it has bn no smal objct in the formation & practs of this systm to mak ampl provison aganst ths enormus evls ;—to svliz the mals by al propr means & influns, espshly the influns of femals—the mothrs & the sistrs ;—to mak thm *kno*, & prpar thm to *fulfl*, thr varius obligatons, arisng from thr naturs, abiltys, & rlatons among mn ;—to tret femals with propr dcsy, decorum, kindns & rspct ; to contribt as they shud to the publc improvmt, ord, & jnrl wlfar ; & in a just, a jnrus, a dscrt, & fathful manr, to insttut, suport, govrn & educat famils of thr own ;—in fine, mak thm good husbands, good fathrs, good techrs, good neibrs, good employrs, good sitzns of a fre stat, &, *inded*, *good jnrl busns mn*.—Now what jnrus, onrbl, & bnvolnt man, wil not st a hi estmat on this systm of education, & do what he can to xtnd it among his felositzns, & encurj its opratons.

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## L C T U R I X.

### MTHODS OF TECHNG IN THIS SYSTM, WITH SOM SPSMNS.

Esy & plesng mthods of conveyng nolj to othr minds, ar material in the provns of education. A naturl manr oprats frely & agreably on thos possng similr sosal naturs, & of cors, constituts an esntial ingredient in *apns to tech*. Ther has bn a lamentbl wast of tim, comftr, & morals too, by forsng childrn erly to boks, & to the hard & dsgustng task of tryng to lrn from thm in irksom confinmnt, what they canot, r do not understand, & that also frequently on uncomftrbl seats, in a disgreabl & injurius tmprtur, in a dsgustng & unholsom atmospher, & ofn in unplesnt & bad sosiety. This is a prinspl reasn why many erly becom bitrly prjudsd aganst scol & al litrry lrng, & ar aftrwrds dul, vitius, & vitiatng scolrs, wilng to atnd schl only fr the sak of the compny, r the sports, r the privljs of vntng thr harts without rstrant among thr scol-mates. Such caus much damj to the scol, & ofn mor than to balns the bnft they thmslvs obtan, & also fr thmslvs, a sure foundation fr shamful ignrn & grevus embarsmnt in al subsqunt lif,—al fr

not being erly, by propr condition & propr mthods of techng, intrstd & plesd with the matrs taut.

To mak the subject of this letur vry plain, I wil giv som d-scription of the mthods of tchng undr this systm & thn som spsmns to ilustrat ths mthods.

1. Much orl instruction is usd. The sounds of the human vois, atndd with its propr tones & modulations, the just xprsons, of the countnns, & the aproprat motions, attuds & positions of the body, ar the most naturl, plsnt, & efcful mens of intrchanjng thots & felngs rmong mn. The subject of orl instruction was dscusd at larj in the thrd of ths leturs. Thn an endvr was made to estabsh tw positions; 1. The superir advantjs of orl instruction ovr the use of txt boks, espshly fr childrn, & the minr clas of yuth. 2. The union with orl instruction, of propr handcraft fr slf-suport, lsns the fatig of both, & hastns the aquisition of lrrng. I thrfor ned sa but litl hre on the subject, only to stat the fact, that this mthod of tchng, propily usd, intrsts the felngs, awakns the undrstandngs, prvnts that fatig, irksomns, & dsgust, which oftn atnd the othr mthods, & of cors rmovs the chf obstcls in the wa tords the stor-hous of nolj.—How much esir & quickr we undrstand & rmmbr, what we her spokn, thn what we read.

2. Evry thng taut shud b made so simpl & plan, & xprsd in languj so familir & esy, that the lrrr ma hav cler & ful consp-tions of it. Of what srvs to undrtak to tech litl minds what they canot comprhnd, r to tech thm propr things in languj not undr-stod? Techrs shud erly endvr to dscovr what thngs thr pupls *can* undrstand, & what wrds they *do* undrstand, r they wil b liabl to labr in vain. But astr al, such is the imprfction of languj, that it is about imposbl to xprs, r frely & dstinctly to ilustrat, many thngs by it. Such cass cal fr apropriat fgurs, diagrams, maps, pcturs, & varius symbolel rprsntations, as in jeogrophy, mathmatcs, & varius branches of natural philosophy, espshly astronmy. Modls, sampls, & xprimnts shud b employd in tchng the yung, whn convenient. But at any rate, plain, simpl, intlglbl languj, shud b usd. Evry stp of nolj thus takn, prpars the wa fr anothr, & so onwrd.

3. Grat efrts shud b made to tech orl languj, & to tech it erly, & acrtly. We se that vry smal childrn do lrrn languj, & do lrrn thr “mothr tong” vry rapdly whatevr it b, good r bad. Ther



is, thrfor, no dfeulty hre, if yu wil use the rit mens. And this inded is wisly ordrd by the Good Lord of natur & Provdsn. Fr languj of som kind, is the rsptcl & dpostry of nolj, as wl as its comuncatr. Its increas, thrfor, shud kep an evn pas, at least with the rich stors to b dpostd. It wud b usles to tech languj fastr than aditionl nolj cals fr aditionl stor-rom, & propr chanls of conveyns. And it is a grevus, tho a comon err, to giv r r-sev nolj fastr thn good, vrnaculr, orl languj in which to la it up, & by which to use it. This err, in thinkng prsns, invariably leds the ingenius & actv mind of mn to a vry inconvenient embarsng & prnisus shift r mntl habt,—that of formng & usng, insnsbly, prhaps, in most cass, fr privat, prsnl conveniens in prsnl nssty, *a nw & peculiar mntl languj of thr own*, as a tmpry dpostry of thots, but not a comuncatr, consistng of figurs, colrs, motions, attuds & positions, toghtr with som nams, prhaps, al printd on the mind, but incomuncabl to othrs, til translatd into orl, & the vrnaculr languj. Hns, the vast importns of techng corct orl natv languj so erly, & so larjly, that it ma b usd, lik a good sound bank, fr both dpost & xchanj; at ons a magazin of nolj, & an esy, saf & plesnt medium of its comuncation. It is this, in fact, which maks rdy, populr & powerful spekrs & ritrs. But lt thr b a strict gard hre aganst vrbosty,—mor wrds thn thots,—mor sound thn sns. To ilustrat this subجت mor fuly, tak a fair spsmn, that of an onst, wl-talntd, judisus, rtird cuntry farmr, chosn by his felo citzns to rprsnt thm in som populr asmbly, on a subجت of intrst. He undrstands & fels the subجت, & wishes to spek upon it. But his thots hav al bn in his own privt mntl languj, which he canot use fr comuncation. His hol stok of vrbl languj is vry scanty, & that almost entirly of comon famly use. Its wrds wud al inded not mak a colum much longr than his ho-handl, his raks-tal, r, at most, his rod-pol. He riss in the asmbly with felngs of ardr, with a mind ful of thot & sound sns, & with hi xptations of succs. Al giv ernst, rspectful, & xptant atntion. He soon finds it imposbl to use his mntl languj, the stor-hous of his valuabl nolj, abundntly manfst in plan & action, *tho not in spch-makng*. He tris to translat as he gos along. But, evn with much ado, he hags out only a fw sntnss. He beoms dserjd; his ardor colrs;—givs out, & sits down, amidst the sympaths of many, the astonshmnt of som, & the ridicul of othrs. “The mountns labrd & brot forth a

nous!" All this was fr the want of orl & vrnaculr languj. Do thn, I bg, lt it b taut erly & much,—& that by apropriat & cor-ct use, by much dfinition & ilustration, & by much fre convrsation on al subjects taut & lrnd, that such dolsful & dstrsng embarsmnt, which I hav oftn xperinsd myslf, ma b avoidd. A plntful suply of wrds, al handy & rdy fr use, with a thru & dsnt nolj of thr menng, & rlations, is a hi atanmnt, an invalubl privlj, & rich trsur fr any one ho has much consrn with mknkd, espshly in public spekng & in ritng fr the buft of the wrld.—Most pepl, howvr unlrnd, ar btr suplid with othr nolj, thn with that of thr own vrbl languj. Thrfor, lt no pupl, in his redng & lrng, pas any wrd without a nolj of its menng & orthogrophy at least, if he dos without thos of the etymology & syntax. Lt ideas & wrds, in thr onwrld progrs, kep abrst. Finly, lt this short maxm b obsrvd;—*Nolj* In wrds, & wrds fr nolj.

4. This systm combins the varius good & usul mens of gvng & rsevg instruction:—as, 1. *Presptrl instruction* from a parnt r a prfsonl techr, comuncatd orly, lik that of Socrats, Jesus Crist, & othrs. This is vry importnt in its plas.—2. *Mutul instruction*, in which the pupls by trns, r by dsgnation, giv out lesns, from txt-bok, to a clas, whil at wrk, & se that they duly atnd to it, & lrn it. By this mthod the ledr lrns the lsn, whil techng it to othrs,—much tim & xpns of techng is savd,—the enterpris of the pupls is awaknd, that ech in his trnma hav the onr of givng out the lsn,—& they ar consntly aquirng the nolj & habts of prfsonl techrs, as in a frst rate norml scol.—3. *Instruction by fre convrsation on the subjt in hand*.—This givs fair optuntj fr the pupls to hlp ech othr, to djst thr own nolj & to fix it wl in thr mmry.—4. *Slf-instruction*, by obsrvation & rflection.—5. *Bok-instruction*. Som wher, I think, I hav previusly said, that, at about twlv r fortyn yers of aj, the pupls shud spnd an our r two, r mor, in a da at clos bok-study, in ord to aquir the habt of thus obtaning nolj, bfor the clos of thr pupilj. This, no mor than presptrl instruction, shud, by any mens, b dscontinud. The pupls shud, howvr, hav judisus gidns in thr chois of boks, fr both jurl & spsife nolj, & b subsqntly xamnd as to thr nolj of thm. Varius authrs shud b red on the subjt, as was practsd, to grtat advantj, in my said modl scol. Ech of this mthods of instruction shud b usd in du proportion, & at propr tims.



I now com to the othr branch of this letur, in which I am to giv, as wl as I can, by dscription & rprsntation, som spsmns of instruction undr this systm, & far as posbl, ras the imjry r ideal prsns, of the difrnt class in succsion, & of thr xrsiss fr a short tim.

· *The Frshmn Clas r Famly.* ·

Ther ar about thrtty pupls, mal & femal, admitd at the comnsmt of thr difrnt succsv yers, of thre dstinct grads, the first *ajd sun*, the sccond *six*, & the thrd *fiv* yers. Al ar sitng in comfrtbl sets within convenient siht & herng of the tchr, & al hav thr wrk,—bradng, nitng, r sewng. A premium of fruts, r nuts, r somthng els plsnt, plasd bfor ech fr irprhnsbl conduct, to b takn up at the tim st, whthr in one, two, r thre ours, r at noon, r at niht.—It is suposd that the hol hav previusly lrnd the alphbt.—The tchr, probbly the mothr of this famly, bgins with the thrd grad, agd fiv, ho sit nerst to hr; al the othrs atndng.—The morning lsn.—*Mothr.* If I use any wrd yu do not uhdstrand, b carful that yu ask me the meung, as soon as yu can gt optrtnty.—*Child.* Mothr, what dos *wrd* mean? *M.* The sound of our vois, r svrl sounds put togthr, which mean thots, r ar the nams of thots. Yu sa *hors*, r *cow*. Ths sounds r noiss, which yu mak, ar the nams of what yu think of, r ar talkng about.—*C.* What dos *undrstand* mean? *M.* To kno r to se with the y of the mind. The wrds, *amo vos*, you *do not undrstand*, fr they ar Latn, & yu nvr lrnd thm; but thr English menng, *I lov yu*, srtanly yu *do undrstand*, fr yu kno wl thr menng.—*C.* We *kno* yu lov us mothr, fr yu ar vry good to us. We now *undrstand* the menng of *the wrd undrstand*.—What is mind?—*M.* It is somthing spirtual in us, & wil nvr di. We canot se it any mor thn we can se the cler wind. We canot fel it any mor thn we can fel the modrt liht. It is not lik erth, r watr, r wod, r stons, r fish, r bons. It has non of the proprts of matr, r, of our bods. It is that in us which thinks & lrns, lovs & hats, hopes & fers, & maks our bods mov & act. Yur thots al blong to yur mind, & ar the oprations r wrkngs of the mind. When I sa, “mind what I hav said.” I mean, *think of it, & act acording to it*. Whn I sa, “mind yur wrk,” I mean, *pa atntion to it, & do it wl*.—*C.* What is the menng of *oprtnty*? *M.* It means that yu hav a tim to do a thng, that nothng stands in the wa of it, & that yu ar abl to do it.—I now wish yu to *use* yur nw wrds, of



which yu hav just lrnd the menng, that I ma *kno* that yu hav lrnd thr mnng, & also, that yu ma not frgt thr menng. Ech now sa somthng, r mak a sntns, containg the wrd I nam,—*Wrd*. One sas. “We must b carful to kep our wrd. Anothr, “Lt our *wrds* b fw & tru;” anothr stil, “We must not frgt the *wrds* that mothr tchs us.”—*Undrstand*. One ss, “I culd nvr bfor undrstand what mothr ment by that long wrd. Anothr, “I do not undrstand Latn.—*Mind*. “We shud improv our minds by lrrng; we must mind what our parnts sa.” &c. *Oprtuntty*, “We hav a good oprtuntty to gt nolj.” &c.—Scnd grad, ajd six, sitng nxt bhind the thrd—Subjes—*Picturs*—*Writn r Printd Wrds*—*Spelng*.—*M*. Hre is a pictur.—*C*. It looks lik a hors.



O how prty & grand he apers.—*M*. What thn dos a pictur mean? *C*. Do tl us, mothr.—*M*. It means the shoing to us of the shap, r a part of the shap, & prhaps the colr too, of somthng, *by paintng*. It speks to the mind thro the y, as wrds do, thro the er. The pictur of a hors ss *hors* to us, the sam as the sound r wrd *hors*. But ther ar som marks by the sid of the pictur; what do *they* mean?—*C*. They ar ltrs, mothr, such as we hav lrnd ;—h-o-r-s, four of thm.—*M*. Ths do not look lik a hors, any one, r al toghr.—*C*. No.—*M*. They do not mak a pictur. But they ar put ther to signfy the sound, *hors*. They toghr mak the ritn r printd wrd *hors*, which *sounds*, not the ltrs thmslvs, mean *hors*, the sam as the pictur dos.—*The hors ets gras*. Here the thre ltrs t-h-e stand fr the sound *the*; the thre ltrs cald e-t-s stand fr the sound *ets*, & the four cald g-r-a-s, stand fr the sound *gras*.—Now yu wish to tl this, prhaps, to som one that canot her the sounds of yur vois, r yu ma wish to hav it so, that yu can se it agan yurslf. Thrfor yu rit r print on papr, r on somthng els, ths svrl bunchs r parcels of ltrs.—*The-hors-ets-gras*, & snd thm to him. He looks on ths parsls of ltrs, & if he has lrnd to read, he thinks of the sounds fr which they stand, & knos thr menng, & he can also sa ths sounds, fr othrs to her, & al undrstand ths sounds, & thr menng, as wl as if they cam drectly to thr ers from yur mouth. This shos yu the use of ltrs in ritn r printd wrds, *signfyng thos sounds*, which do thmslvs signfy thots. It also xplans what redng is & what is its use. It also tls what splng is,—that it is the putng toghr of the riht ltrs in propr odr, as *pepl hav agred to do*, to rpsnt prticulr sounds, which sounds ar agred upon to mean srtm thots.

One of the second grad now takes the place of one of the first, he has been attending to the breakfast.—Subjects—Reading,—Diction,—Grammar,—Composition,—Spelling.—*M.* John, lay down your work; take this book. & read a sentence, & then pass it to the next, &c., that each may read.—*W.* Give me the book. John did read, “The sun shines on us brightly.”—*A.* At your work.—What is the chief word in this sentence?—*C.* Sun.—*M.* Define sun, & tell us the meaning of the word.—*C.* It is that great, round, bright, shining world, which makes the day, & such pleasant mornings & evenings for waking & running about, & is so warming.—*M.* What sort of a word is *sun*.—*C.* It is a name, & noun.—*M.* Has it any word to describe it?—*C.* No.—*M.* If *glorious* were joined with it, what would that be?—*C.* It would tell us something about the sun, & describe it, & would of course be a descriptive adjective, as you have before told us.—*M.* What is *the* called?—*C.* A definite article, & by some, of late, a defining & specifying adjective.—*M.* I will tell you a little about this little word. I think it right to classify it with adjectives. It is jointly used as a servant to a noun to inform us that it means some particular object or objects, & the only one, & ones, of that name, with which the speaker has, at that moment, any concern. It is sometimes, like other words, used also as an expletive, to soften & smooth the language. But it seems to answer both purposes here.—*The* brook is almost dry. Here *the* tells of a certain brook.—*The* brook Kidron. Here it has no use, except to smooth the expression, because the name of the brook sufficiently defines it.—What does the sun do?—*C.* It shines on us.—*M.* What does *shines* mean?—*C.* Sending forth light. It expresses the action & influence of the sun upon us.—*M.* What sort of word is it then?—*C.* A verb.—*M.* Why is it a verb?—*C.* Because it affirms the action, & the shining of the subject *sun*.—*M.* What is the most important sort of words in our language?—*C.* *The noun*, & the verb is next.—*M.* What is *brightly*?—*C.* It adds to the verb *shines*, & is therefore an adverb.—*M.* What does *on* mean?—*C.* It means contact & touching on the outside, & jointly on the upper side of an object.—*M.* What is the meaning of *us*?—*C.* It stands instead of the names of all persons, including the speaker, & is therefore a *pronoun*, & something standing instead of a noun; & as it stands for persons, it is therefore a *personal* pronoun. [After this, each word is used by each pupil in an extemporaneous sentence, & is written on the slate. In this exercise, Reading, Spelling, Diction words, Grammar, Composition & Hand-Writing, are all taught together, & in union with productive labour & sweet narration, all without embarrassment & confusion; & the sentences, & sentences, are



comitd to mmry bsids.)—*M.* Jan is to giv out the Bibl vrs to-da, to us al, whn we com to the tabl, mornng, noon & niht.—Al se that yu hav a tabl lsn wrthy of this famly, & ech of yurslvs.—We wish to hav our minds festd at the sam tim with our bods. Nvr dspoint us.—Now yu ma pla til cald to brkfst, & b careful not to b tardy ; fr punctuality & promtns ar the lif of busns & carctr.

*The Sophomor Clas r Famly ;*

—Consistng of about twnty pupls, mal & femal, admitd at the commsmnt of tw succsv yers, dvidd into tw grads, the first ajd 9, & the seond 8. The first grad ar al abl to read, of cors to read lsnns from propr boks to b usd in this clas, & act by trns as formn, r ledrs, in such busns & lrng as is fit & propr fr thm, undr the drcion & ovrst of the parnts.—The tim,—mornng aftr brkfst & famly wrshp, at haf past svn of the klok, to continu til 9.—Techr,—the formn of the first grad, in his propr seat. Al at thr wrk. Subject—Orl Arithmtc. Txt-boks—Parlys, r Colbrns, r Emrsns, r som othr orl arithmtc. Ansr by trns, one at a tim.—*Addition.* Formn—5 & 7 ? Pupil—Ar 12. F.—& 1 ? P.—13 ;—& 2 ?—15 ;—& 3 ?—18 ;—& 4 ?—22 ; &c., &c. *Subtraction.* Formn.—Tak 8 from 100 ? Pupil—92. F.—5 from 92 ? P.—87. 9—87 ?—78 ; 4—78 ?—74 ; 7—75 ?—67 ; 12—67 ?—55 ; &c., &c. (Ths ar xrsisd in rgulr cors, & then promiscuusly, & much in the for fundmntl prinspls of arithmtc, r mods of aplyng numbrs ; the tw namd abov, & then in the othr tw, I mean Multplication & Dvison, til 9 o'clock. Then res of  $\frac{1}{4}$  of an our.) Formn.—Now la by yur wrk, tak yur slats & draw the shap of this town as wl & as quickly as yu can, includng the strems of watr & the boundrs. (This don, al agn at wrk.) Subject—*Jeography.* Formn reads dstinctly from a txt-bok, a lsn of propr lngth, whil the clas atnd. He thn reads it agan, intrsprsng qustions to tst the atntion, the recolection & nolj of the pupls. He then pass ovr it a thrd tim, with qustions only. Aftr this, wrk is dscontinud, & the maps takn, & usd as much as nssry. This continu til 10 $\frac{1}{2}$  o'clock, aftr which  $\frac{1}{4}$  our ress, in which svrl tuns must b sung, & som object must b dran on the slat. Thns til noon, *Histry*, to b prosedd with in a simlr manr. Then pla til dinr, at 12 $\frac{1}{2}$  o'clock, xpt that ech must gt, r hav, a short & sutbl tabl lsn.



*The Midl Clas r Famly.*

Tw grads, the first ajd 11, the othr 10.—From dinr til 2½ o'clock. The subject—*Morality*. Techr, the fathr of this famly. Fathr.—Al se that yu do yur wrk *wl*. The subject of this lsn is of grat & unusual importns; I thrfor xpct the bst atntion. It is a subjt, howvr, on which yu hav bn, in som wa, instructd, mor r ls, evr sinse yu cam into the smnry. It is the propr sesn now to tech it to yu sientfely & systmatcly.

By the wrd *mortality*, I hre mean the noli & practs of duty to God, our felomn, & ourslvs,—dsinng to includ in this jnrl outlin, the naturl concomtnts & consqunss of our obligations, which ar *the rihts of othrs, & our own acountbls*. (Qustions shud b frequently put to try the atntion, & the undrstanding of ths matrs.)

The hol asar of *mortality* is foundd on thos intrnl snss, cald the morl snss, such as that of dignty & menns, propriety & impropriety, onr & shame, *riht & rong*. The latr is, by wa of emnns, & justly, cald *the morl sns, r consiens*. But the othrs ar of so ner a kindrd to this, & so prpard to aid in its oprations, that I rank thm al undr one hd. Al mn hav ths snss,—which, togt hr with the librtty of chosng & dsinng, rndr us *morl beings, & morl ajnts*,—justly acountbl fr our afctions, our dsirs, our intntions & our actions, & wrthy of aprobation r blam, of rward r punshmnt. Our morl ajnsy thn results vry much from our natur.

*Mortality* has an intmt consrn also with our condition, r the scumstanss & rlations in which we ar plasd. Al our obligations & dutis to othrs, aris from *our conction* with thm, & *our capasty* to rndr thm aid r bnft. Tak awa both, r ethr of ths, & no powr can brng us undr *a sns* of obligation, r mak us *fel* the import of the wrds *obligation, duty, shud & shud not, ot & ot not*, r the plsr of self-aprobation, r the inwrld pain & rmors of gilt & self-rproch. I must now com to som particulrs; as,

1. We sustan a rlationship tords God, & one that is vry intmat & strong, espsly on acount of our dpndns, & we hav *abilty* to srv him. Hns aris our mny obligations to him;—*our obligations to kno al we can of him, —to lov him with the hol hart, —to wrshp him in spirt & in truth, —to confid in him & submit to his wil, —to rpnt of our mistretmnt of him, —to acspt of his Son thankfely as our techr, king, & savir; —& finly, to employ our tim & facults in his srvs*; as mor suly shon in the frst of ths Lcturs. Ths ar al of thm his naturl rihts in rgard to us, & it

is just that we shud b accountbl fr our srndr of his rihts. In pr-suns of al this, he has givn us naturl & ritn laws, & apointd a sesn of jujmnt, in which we must gv an account of our tretmnt of him, & rsev from his hand a just rtrbution. This branch, fr dstinctions sak, ma b cald *rljus & cristian morality*.

2. We sustan also a vry importnt rlationship tords varius anmls, & espsaly tords our felo-mn, tho of vry dfrnt dgres of strngth, involvng vry dfrnt dgres of obligation; but nvr in so hi a dgre as tords God. We ar dpndnt on thm, undr God, in a gratr r ls dgre,—hav naturl sympathys tords thm,—& ar also capbl of rndrng thm srvs, r of doing thm good. Hns we ar bound by our morl snss, “to do good to al mn as we hav prtuntys.”—“The riteus man hath mrsy on his beast:”—*he lves his neibr as himself,—is just & jnrus too;—& he tretts othrs as he wud b trettd.* Of cors, ech is accountbl to othrs, as wl as to God. Hns hav orijnatd human govrmts & laws, tribunls & punishmnts;—hns also is apointd, by the hd of al, *the finl, jnrl Jujmnt.* This branch of morality, we trm *sosl*, & it is vry nssry to b erly lrnd & practsd by evry humn being. The grand matr of *civilty*, & that of a just, prudnt & enrije *wrldly manjmnt*, ar hre includd, & shud nvr b fgotn.

3. We bear a vry clos & intrstng rlationship, so to spek, tords *ourslvs*, & ar, undr God, much dpndnt on ourslvs, & ar capbl of doing ourslvs good r injry. We ar thrfor bound to abstan from doing hrt to ourslvs. & to do ourslvs al posbl good, as far as we can consistntly with our hir obligations to God & to mn. Thrfor a mn is accountbl to himself, & God has plasd in his sol, as jujs of his own prsnl tretmnt, & as xcutionrs of the just sn-tnss of naturl law, *his own morl snss*, which hav just bn namd. This I cal *prsnl morality*, & is esntial to prsnl education, the luxury of slf-rspct, & *the enjoymnt of ones slf*.

This lsn contans the fundmntl prinspls of the hol systm of morality r ethics, theretc & practel, comu & evnjlel. Undr ths prinspls, I dsin to xplan thngs mor prticularly & fuly in futur. (He thn gos ovr this lsn agn, xplanng wrds & thots as ocason ma requir,—askng & ansrng mny qustions, in a fre convrsationl styl, & thn gvs ress of  $\frac{1}{4}$  of an our.)

### *The Junir Clas r Family.*

—Tw grads,—the frst ajd 13, the othr 12. Tim—from  $2\frac{3}{4}$  to 4

o'clock P. M.—Al at thr wrk. Subjet,—THE LATN LANGUJ.—Techr,—the fathr of this famly. He has the nssry boks. If, aftr he has pronouns'd one wrd r mor, any one of the clas gvs a to'rbl translation, he gos on, othrwis he givs one himself.

*Fathr.* Praesns lectio,—*Pupls.* The prsnt lsn—*F.* est in Arte Poetica—*P.* is in the Art of Poetry,—*F.* Quinteti Horatii Flacci,—*P.* of Quintus Heras Flacus,—*F.* nobis inspicentibus nunc,—*P.* we bginng now—*F.* ad trisntsmum et nonum carm,—*P.* at the thre hundred & ninth lin.—*F.* Scribndi recte,—*P.* Of good composition,—*F.* sapere,—(no one ansrs, thr'for the fathr contin's, & xplans the wrd.) It is from sapio, infintv mod, sapere, to kno, r to b wis, & shud hre b rndrd good sns, r a thru noli of the subjt.—est et prinsipium et fons—*P.* is both the chef matr & sors. *F.* Socratae chartae—*P.* the pajs of Socrts,—*F.* poterunt—*P.* shal b abl—*F.* ostndere tibi—*P.* to sho to yu—*F.* rm—*P.* the subjt-matr—*F.* vrbaque—*P.* & wrds—*F.* non invita—*P.* not unwilng—*F.* sequuntr—*P.* shal folo—*F.* rm provisam—*P.* the matr prepar'd.—*F.* This is litrl; but a mor apropiat & elgant rndrng hre wud be,—a wl undrstod & djstd s subjt. *Parse*—Scribndi. *P.* It is a jrund from the actv vrb scribo, & of the natur both of a noun & a vrb. It is in the jntv cas, & govrnd by prinsipium et fons. *F.* Recte. *P.* It is an advrb, & ads to the menng of scribndi as a vrb. *F.* Sapere.—*P.* It is a nutr vrb, in the infintv mod absolut, & is usd as a noun in the nomntv cas to est. (This xrsis is continud til 4 o'clock, whn comss a ress of ¼ of an our.) N. B. This orl mthod of techng languj is naturl, & has mny superir advantjs.

### *The Senir Clas r Famly.*

—Tw grads,—the frst ajd 15, the scond 14. Tim,—from 4½ o'clock P. M. to 5½. Techr,—the chef fathr of the smnry.—The subjt,—MNTL PHLOSPHY. Al at thr productv handcraft. *Fathr.* Ther is in the provns of mntl phlosphy one intrstng subjt, which I hav nvr knon to b dscusd r tat by any othr.—It is the dfrns of sped in mntl opration to acomodat *privt ends*, *parlr convrsation*, r convrsation in compny, *atmpraneus public spekng*, & *ritng composition*. I think ths four dirnt habts of thinkng & spekng ar propr subjes of education, &, by propr instruction, gidns, & slf-dspln, ma erly b formd,—& whn ons formd, ech wil evr b redy, with vast advantj, fr apropiat use, with rspect to



the four objes just namd, which, if yu wil atnd, I wil rpt :—*Thinking fr ones own privt use*;—just as fast as is consistnt with propr dpth, thrns, acrsy, & conction;—*Fr conversation*,—colctng & prsrvng ones thots, til propr decorum wil gv fair optuntty fr utrns;—*Thinking fr comn ximpraneus speking in populr asmbly*,—just fast enough to kep up the atntion of the audiens, & just slo enough to kep pas with the orgns & powrs of spech, & to avoid hstnsy, stamrng & sputrng;—*Thinking fr the pn*,—as fast as the powrs of languj, & of chirography, r of *phonography*, can gv the thots in dsnt composition & in ljbll hand.—Se mor on this subjet in Iso. Rm. (Ths matrs ar dwlt upon til 5½ o'clock, & then the tim is gvn fr recreation & jymnastic xrsiss til supr at 6.)

It is but a por acount, inded, that I can gv, of our mthods of caryng on lrrng & labr togethr, & of the simplisty & efisnsy of our mods of instruction, without the actual xistns & oprations of a modl scol; but I thot that I culd, by dscription, gv yu som idea of thm,—posbly btr than non.

Ther neds vast improvmts in educationl systms, institutions, & mods of comuncatng nolj to the yung. I hav bn long studyng, toiling & xprmntng fr such improvmts, & *I hope not wholly in vain*. I think ther is rapdly aprochng an aj of phlanthropy & jnrl improvmt,—that “favrd,” that “goldn,” that “milnial aj,” which sems jnrly xpctd, such as has nvr bn on erth,—whn pes & vrtu, & the spirt of improvmt, wil mor *jnrly* & mor *successfully* prval. I am lokng out fr a da at hand, whn ther wil b as grat advansts made in the consrns of education, agrcultur, & politel siens & economy,—thre of the chef afars of mn—as in the mthods of transprtation, & the varius meane arts. I am xpctng that the nolj, powr, hapns & wrth of mn on erth, wil, in the cors of haf a sentury, b mor thn dubld. To bring forwrd such a glorius aj of pes, riteusns, improvmt & hapns, lt us contribt frely of our prars, our counsls, & our toils, & b lookng & watng fr the blsd rsults.

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The rmanng four leturs wil b composd of xtracs from my bok of Isolatd Rmarks, to which aluson & rfrns hav bfor bn made.

## LECTUR X.

CONTANNG ISOLATD RMARKS WITHIN THE PROVNS OF EDUCATION.

1. MN A CRETUR OF EDUCATION, & NOT OF MER INSTINCT.—The carctr of mn was dsind by his Makr to b formd graduly by education, rathr thn instinct. Tho possd of imns capblts, he is orijuly, & without the nssry & intndd education, a mer bundl of aptits & pasons, of prjudss & whims. He is inded one of the most wek, unsemly, improvdnt, filthy, indolnt, savj, dtstbl, sordd & monstrus creturs on erth. Without educationl improvmt, *ther is no cretur* so bad, so dbasd, so undsirbl. To tak him thrfor, & by propr education, mak him what he *can* b, & what he *shud* b, grat & xlnt, mity & usul, wrthy & dsirbl, onrbl & hapy, is surely one of the noblst of al humn wrks; a wrk wrthy to b inscribd *on the fas*, & *the hart* also, of evry undyng, blsd & onrbl sujet & monumnt of it;—an inscription mor endurng & glorijs thn was evr made on ston r bras,—on statu, pilr, r pyrmd, fr Patriot, King, r Conqrr. Lt this considration thn stimulat our yuth, both mal & femal, dsposd to b educatrs & techrs, in the domstic r othr scols, to mak far gratr efrts to obtan *hir & ful profsonl qualfcations* fr this rsponsbl, sacerd, & wrthy ocupation.

2. TECHRS AR ASISTNT PARNTS.—Whovr ma b employd as profsonl techrs, they shud b such as, nxt to parnts, *ar the bst aquantd with childrn*, thr own pupls at least. How absrd to employ stranjrs, espaly inxperiensd yuth, to tech our childrn,—& mor absrd stil, to chanj thm som ons, twis, r thris a yer. \*Othr techrs thn parnts, shud b thos who poss the most good qualfcations of abl & fathful parnts, & such of cors, as ar bst qualfid to SUPPLY PARNTL DFISNSS,—the only ljtmt objet of any scol but the hom scol, & of any techrs but parnts. The bst dscription I can gv of good techrs is, that they b as enlitnd, wl-educatd parnts *shud* b tords thr childrn, in afction & untirng consrn fr thr good, & in an aquants with thr dspositions & facults.

3. THE FREQUENT CHANJ OF TECHRS IS A GRAT EVL, WHICH MIT B RMDD.—Comn r priumry scols, formd fr dstret, r vilj, r sity class, undr the frst mod of aplyng this systm, on acount of thr *smal* xpns, if *any*, mit any wher b kpt in continul xistns, & thus prvnt the evls of dscontinuns, & of the frequent chanj of te-

chrs. It wud also prvnt in grat msr, the evls of employng, to the usul dgre, the inxperiensd, & thos who tech merly fr thr own tmpry acomodation,—such as ar not likly to fel the rsponsbls of thr ofis, nr the nssty of ful profsonl qualfcations.

With the comon frequent chanj of techrs, whthr wl qualfid r not, it is vain ro xpct the formation of good & stabl carctr. The sam one, if wrthy, shud b employd long enough, if posbl, with the sam pupls, to sow the sed, to nrsh the plant, & brng it to maturty; r long enough to gv a systm of good instructions, to form good felngs & sntmnts, bild a good carctr, & *to rndr it, by good habits, prmnt & usful*. Mny dfcults obstruct the esrts of a techr ho is employd only from 8 to 16 r 20 weks at a tim, fr chanjng the carctr & habits of a hol scol. If he, in good msr, afr grat labr & patiens, apartntly sused, whn he is gon the pupls wil probbly rlaps into thr formr corss. Just so of anothr techr, & STL ANOTHR. Thus the pupls, afr al thr trubls & vxations at chanj, & thos of thr techrs also, wil ethr poss a htrojnus carctr, r such a one as thr own prmnt hom scol gvs thm, whthr good r bad.—This is a matr wrthy of the serius considration of al ho hav any consrn in rerng anothr juration.

4. MUCH ORL INSTRUCTION WUD TST & RAS THE QUALFCATIONS OF TECHRS.—This plan of much orl instruction wud tnd dretly to biak up a vry bas & prnisus frad, practsd abundntly by mny cald techrs, on an unsuspetng & confidng publc. This nomnl techrs, havng, by som mens, obtand the legl & rquist crdntials, (if any b requird,) dpnd on covrng thr ignrns by the pupls txt-boks, on which entir rlins seems to b plasd fr hlp in emrjnss, & fr ful instruction to the scol on the subjes in hand. Thr main busns thn, bsid *pn*, & *copy*, r *sampl manufactur*, nethr of which blongs to thm, is to asin to the lnrns thr lsns, & her thr mmotr & monotnus rstations; whil nethr they nr thr techrs, prhaps, kno any thng mor of the subjet than the *lrnd parot*, r *pig*. This soon, evn to the most entrisng scolrs, beoms an *irksom*, as wl as a usls task, & *with the cruel confinmt*, if nothng els, causs thm to abhor scol & boks frvr. But this is a vry esy & lucrty employmnt fr ths jintel, emty-hdd swindlrs, ho ar too dsttut of nolj fr orl techng. This mischf neds a rmdy, & prhaps hre is one of the bst. Intrdus the practs of much orl instruction, & yu wil probbly prvnt *as much* of this comn, wikd & runus frad. Fr, this mod of techng requirs a thru nolj



of the subject tat, & a skilful & thru xplnation of evry thng in it, & about it, to the ful undrstandg of the lnr.—Hre then is a strong recomndation of this systm of education.

5. THER AR MNY EVLS TO B RMOVD FROM THE WA OF WL QUALFID TECHRS.—But astr al, in rlation to comn primry education, the subject of the qualfcation of profsonl techrs, howvr importnt, ma at prsnt b premtur. Ther ar othr grat & radcl evls, which shud b previously considrd & rmovd, that techrs, whn proprly qualfid, ma hav optuntty to acomplsh somthng dsirbl ; as—1. The ngljns of parnts, NATURS OWN TECHRS, to do thr varius educationl duts tords thr childrn, AT HOME, *natures own primry & comn scol*. 2. The *vitiatng indnss* of the comn scol compny, out of the nots of both parnts & techrs. This is, in fact, the vry wrst evl atndng the old comn scol systm in the Nw Englnd Stats, & elswher. Childrn hav a superir, & a vry *powerful* influens tords educatng, r, rathr, tords *mis-educatng* ech othr. Stop this by al mens. 3. The *jnrl unsfins of scol-houss*, thr frntur, & mats in & about thm, fr plsr & hlth, comfrt & lrng. 4. *The confinmt of childrn too long at a tim*, & the irksomns of scol duts. 5. Ther ar *too mny scol-boks* on the sam subject, & ths not sufisntly simpl, nr wl-aranjd. 6. Ther is in use *too much bok-study*, fr yung, strng, sosl beings, & too litl sosl instruction from the techrs & ech othr. 7. A *jnrl want* of prpration fr the *prmnt location* of good profsonl techrs, wher they ar prmntly nedd.

Rmov ths svn grat evls, & thn look out sharply fr ful profsonl qualfcations in thos to b employd as the asistnt parnts, r techrs, of yur risng ofsprng ; *fr then, & not til then*, wil they hav optuntty to acomplsh somthng dsirbl fr the *jnrl improvmt*, elvation, & lastng bnfl of thos yu lov, & fr hos futur wlfar yu hav the strongst consrn. Ths fw short hints wil b sufisnt prhps fr the wis & librl mindd, to lead thm into the riht cors fr a radcl rfr-  
mation in the consrns of primry education.

6. THIS SYSTM OF EDUCATION PROMOTS DLJNS & ENRJY OF CARCTR.—It tnds to prvnt, r driv awa, a propusty to indlns of both body & mind, & to produs gratr efrts thn usul fr lrng, & the formation of good & substantial carctr. Such a carctr is constantly prsntd as an esntial qualfcation fr any srtfct, premium, r dgre, & fr the lastng favr & confdns of wl-brd & rspctbl sosiety. This, togethr with the intrnl rwards of tru vrtu, & the aprobaton

of Omnisnt Hvn, is surely a strong indusmnt to continual good bhavir, to the cultivation of a wrthy dspotion, & the formation of the bst habits. This systm also gratly incress jnrl educationl *entrepris*, which, astr natur, is the chef parnt of jnius & emnns. It dos this by makng the intrvls, fr yung minds, btwn the dfrnt stajs & grads of lrrng, so conveniently & plstly short, that, so soon as one is farly pasd, anothr, with al its atractions, is in ful vw. It is thrfor, with stdy ppos & enrjy prsud, & of cors is quikly obtand. Childrn & yuth ar peulirly afctd with the siht & proximty of plstnt objcs. Ths shud thn b plasd as ner as possbl, that they ma xrt thr mitist influens on the hart, & erly yeld thr dsirbl fruts, in xlns of caretr.

In acordns with this prinspl of natur, whil formng in bgnsr the habits of atntion & industry, I hav dvidd thr task fr the da into svrl sctions, & plasd the premium fr ech sction, drectly bfor the y, & found the rsults plstnt & srprisng. Kind & plesng indusmnts, in the erly stajs of education, judisusly aplid in rgulr cors, ar, in proportion to thr xpns, *of vast utilty*. They gv elastisty & boyansy to the mind, & enrjy to the faculsts. They banish ftig, lastud & dsgust, & in compny with esy & usful lrrng & labr, aford agreabl asosiasons, & ddisus plesrs. They wil also in du sesn, contribut much tords a prmannt lov fr actv duts, & al nsry busns in lif. Had this sntmnt bn fuly realizd & carid into action a sntury ago, in famls & comn seols, the nt aval's of the educationl xpns, wud ere this, hav doutls bn dubld. It is howevr the detat of natur & wisdom, not spsly to xit yung & febl minds too sudnly, nr too hily, nr lnger thn nsry to form vrtuous, industrius, & efisnt habits.

7. VOLUNTRY SCOLS OF MUTUAL R PRSPTRL INSTRUCTIONS MIT B FORMD.—Undr this systm ther mit b formd vry conveniently, voluntry scols fr mutual r prsptrl instructions, of one clas r mor, of any aj, r grad, r colr, ho ar dsposd to improvmts & mntl elvation. Som tn, r twlv, r as many as ples, subtl to b clasd togthr, r such as wish to atnd to the sam subjt, r branch of lrrng, mit asmbld wher they can sit & b comfrtbl, *in any rom* agreed upon, al with propr productv wrk, & rman togthr as long as they ples, undr a ledr r techr of thr own chois, ho shud, fr stipulatd compnsation, kep ordr, &, *from bok, r mind, r both*, orly gv out noljon the chosn subjt to al the clas at ons, whil they ar at thr handcraft. This clas mit asmbld ons, r twis, i thris ech



da, reach wek, in the sam rom, which culd at othr tims acom dat othr class, one clas at a time. No spsl fitng up of a rowud b nssry. When atndng jeogrophy, histry, travls, voyj, &c. r any thng els rquirng thm, *propr maps, picturs, & diagrams, shud b plasd conveniently fr the nols of the lnrns.*—Whn ritng, r drang, is to b don, larj slats, importnt also othr uses, holdn by the lft hand & arm, wud wl ansr al propos of a tabl r dsk. Whil any manual lrrng, as sd bfor, such as re dng, ritng, drang, paintng, r instrumntl musc, is to b prformd then the othr manual labr must b laid asid.—It wud b wl fr ech such clas to chos som one thruly educatd prsn, r mor thn one, to meet with thm, prhaps ons a month, to xamn thm, with the comn techr, on what they hav pasd ovr, & if xpedient, rport the condtion & progrs of the clas as to thr lrrng, & esply the use & aplcation of thr lrrng in compositon. This wud b acordng to *the frst* of the thre dstinct mods of aplying this nw self-suportng systm of jnrl & librl education, & ma b prsud to any dsirbl xtnt, & gratly to the varius advantj of any pepl, found in any condtion, & in any plas.

8. I wil now gv yu the outlins of a projet fr a SELF-SUPPORTNG SMNRY at any MANUFACTURNG ESTABLISHMNT.—Lt as many as ples, of ethr r both sxs, form tw class, from twnty-fiv to a hundred ech, r ls r mor,—procur a sutbl rom,—a techr fr ech part, r both parts of the da, & the bst busns that can b found, propr fr union with orl instruction. Lt the frst clas, in thr comn labrng drs, b in scol the forpart of the da, durng factry ours, til dinr & then chanj busns with the othr clas, durng the rmandr of the da. On the scond wek, lt the scond clas b in scol the forpart of the da, & the othr clas, the latr part; & so onwrd altrntly. This plan with no aditionl xpns fr bord, clothng, & transport, & a vry litl fr varius schol charjs, whil it causs much ls fatig, it afords a moity of factry wajs, frnshs about syn ours a da fr lrrng, & that in the most favrbl srcumstanss, & yelds the profits of the scol-handcraft bsids, which wud doutls pa al the scol xpns, & as much as one haf of the bord. The haf-com factry wajs, wud probbly pa the othr haf of the bord, frnsh clothng & prhaps som mor, *evn on the comon fashons of lvng.* But on the economcl, r grahm systm, which is far the most hlthy, & wud son b the most plsnt also, costng only about one haf of the usual xpns of livng, ther mit b somthng handsom laid up. A-



ordng to the provisons of this plan, any prsns abl & wilng to wrk & lrn, ma suport thmslvs desntly, prsu lrrng to any dsirbl xtnt, & b at the sam tim layng up proprty. This plan, carid into xcution, wud also contrbut to the improvmt of manufacturng viljs, & produs a gratr influx of a yung, vrtuus, & entrprisng population.

9. IN THIS SYSTM MUSC IS MAD A GRAND AFAR; & is not this just & bnvolnt? The lov of song is comn to our ras. Al nations & tribs of mn, whatvr thr colr, condition, r carctr, do dliht in muse, both voel & instrumntl, both sacrd & fstv. It srvs mny valubl prposs, as an instrumnt of humanty merly. It chers the gloomy & dpresd. It promots hlth, it banshs ftig of both body & mind, lik the ansnt baths, r btr. It softns the rugd, cruel & sordd felngs of savj mn, & rndrs him tam, kind & sosl. Sivilization, good felngs, & rfinmnt of manrs ar its naturl fruts. Al chilrn & yuth thrfor shud b tat muse. A vry fw, howvr, ar alowd its rich enjoymnts. It xits my gref, & my just indgnation, to se it monoplizd. The xpns of instrumnts, & of good & sufisnt instruction, is xorbnt.

But this systm is dsind on princpls of slf-suport, to frnsh instrumnts & comptnt instruction. This wud giv the poor as wl ast he rich, optuntty to enjoy its privljs, & plsent acomplshmnts. And tim wil not b wantng. Thre ours a wek, bsids its daly & oseasonl use fr wrship & recreation, durng the rgulr cors of elvn yers, wud b amply sufisnt to frnsh a good muscl education. Besids, it wud mor thn cansl al this xpns of tim, by its efisnt aid in othr studis, othr busns & othr enjoymnts. Lt al then, dsposd to enercj the unvrsl prvlns of this fine, dlitful & usful branch of ornmntl lrrng,—this, a rmanng plant of Edns soil, b forwrd also to enercj this slf suportng systm of jarl & librl education.

10. THIS SYSTM CORCTS MNY EDUCATIONL ERRS.—Mny errs ar vry prvlnt in the hom r famly scol, which cal loudly fr crection, & which this systm of domstc education is dsind to cret; as,

1. *Thrtngng*.—An apostl of our Lord Jesus Crist, rquires of cristian parnts, that they *frbar thrtngng*. Mny ar xedngly pron to it. They wil not only thrt what is somtims fit & prpr, in good houshold dspln, to b don; but othr punshmnts also, which they hav no riht nr dsin to inflet. Both are utrd in the hryng & dludng efusns of pason, & sho the wekns & foly of the parnt

r techr, & ar much mor liabl to produs in childrn, dsgust & hatred, rathr thn propr filial rspct & afction. But I wud not b undrstod hre to men, that parnts shud not mak srtin famly laws, including just prespts & pnltis; nr that they shud not at propr tims, & in a propr manr, remind thr childrn of thm. This is xpdient, &, prhaps, esntial in good domstc govrmt. But al hasty, inconsiderat, pasont, & malisus thrtng, shud b wholly avoidd; fr it will produs in the child nothng but slavsh fear, r contmt, r both.

2. Scarng childrn to silns & obdiens is a vry comn practs, espshly among the ilitrt & inconsiderat, & it is a vry prnisus practs. Yung childrn ar of cors vry credulus of the saings & prtss of parnts & nrss, mny of whom, espshly mothrs, use this prinspl much in thr govrmt. Som tl thr childrn *that the old wkd mn, r wkd rtch*, menng the dvl, *wil com & cary thm off*; othrs, that the dark is full of gots, hobgoblins, buggs, bars, &c. I hav hrd mothrs cal on ths suposd ocupnts of the dark to com & catch & bite & cary off thr naty childrn; & I hav sen the litl ones stare, & aper as tho they realy xpectd thm. This practs fils the minds of childrn with the most frtful & horific ideas of the dark & its ocupnts, such as the apritions, the fars, the fays, & the elvs, &c., trfyng thm almost to dstraction, & foloing thm in aftr lif, evn unto manhod. Wl do I rmmbr the mntl torturs I sufird from this caus, whn a child, & onwrd til my resn & xperiens got the bir of ths erly, dep, but fals imprsons. Whn a smal boy, on going to bd ons in the dark, I imajnd *with ideal prsns*, that a numbr of ths fary inhabitnts of the dark, most hidus in form, colr & feturs, wr in the frthr part of the chambr, whisprng togthr with the utmost ernstns, & saing—Se! ther he coms, al alou! Com, spring! catch him now! & we wil mak a good supr of him!! O hoird to b thot, sen, r flt! My blod chiled, & my har semd to ris, & trr ran thro evry cornr of my afritd sol! The imprson of al this is as vivid now, in old aj, as at that dredful momnt.—I was made to blev & fel that evn the infintly bnvolnt God had just such a horid countnns as a srtin cros, pasont mn, of hom I was alwas afraid.

Evn aftr I becam a grat boy, & in fact til I bgan to fel myslf a yung mn, by mens of this drdful *wis*-education, pasng soltry & disml plass alon, in a dark niht, I was dstrngly hantd by ths erly fals imprsons & imajnations, of which it semd almost im-

posbl to rid myslf. I wud talk & sing, & whisl, to mak the goots, the apritions, the spetrs, & the elvs & hobgoblns, & the fays, & the fars, & the dmns, & al thr kindrd inhabtnts of the dark, whom I imajnd to b withn herng, just up a litl wa into the thikt, r forst, thnk that I had compny, & we wud b a match fr thm, if they dard to aproch.

Nvr asritn childrn by any mens. Nvr mak thm afraid of the dark, nr any thng in it, nr of soltud, nr of litngg & thundr, nr any of naturs oprations,—nr any thng els inded, only so far as to led thm prudntly to avoid real danjr, & to tak car of thmslvs & othrs in it. Mny childrn hav bn esntially injrd, prhaps raiud, by dsind, cruel, wikkd, & evn mrdrus asritngs.—To dvst the yung minds of al fals imajns & fers, & to form in thm the habts of col dlibration in real danjr, is a grand objet in an erly jnrl education.

3. *Calng il nams* is comon in many famls, espssly whn dsplsr is xitd; sach as *rascl*, *scoundrl*, *whlp*, *dog*, *pupy*, *tod*, *skunk*, *brut*, *trolp*, *drab*, *slut*, *lir*, *indian*, *nigr*, *savj*, *rog*, *dvl*, &c., & mny to bad to b namd. Not long sns, I hrd a mothr, & one also ho thot hrslf not of the menst clas, in tim of som dsplsr, cal hr son a “litl bugr.” Such apltvs, r oprobrius titls, ar grosly unsivl & indscret. Nvr ofnd, r grev, r xasprat the dlet felngs of childrn, by aplyng to thm, in the het of felng, any il nams. Evn the xprson, *naty*, r *wikkd*, r *dsobdint*, shud nvr b usd in hast r angr, nr without sufisnt evdns of *bad intnt*. If yu wish yur childrn to sel tords yurslvs & othrs, & to tret yu & thm, sivly & rspctfully, then lt yur tretmnt of thm b sivl & rspctful.

4. Mny nvr punsh thr childrn, xpt undr the *witmnt of angr*. This wil bred contmpt, r hatrd, r slavsh fer; r al; but nvr an afcition, dosl, r obdint tmpr. I hav bn much & sorosfully aquantd with this prnisus err. The rsevr of punshmnt inflicd in angr, evn in cas they ar crimnl, sldom, if evr, hav a sns of thr criminalty, & of cors dem such punshmnts malisus, r cruel, r rvnjful, & wil rsev no bnft. Thrfor, on any ocason, r fr any caus, nvr inflet punshmnt til angr shal hav subsidd, & col impartial jujmnt is setd on its thron. Ons said a morl phlosphr to his naty boy, —If I wr not angry, I wud beat yu. Xitd felng stranjly creats r enlarjs the criminalty of the ofns, nrvs the arm to punsh, ds- troys symphy tords the sufr, & somtims evn gvs a momntry plsr, tho of a savj kind, in the inflection of pain. This wud not



produs in the child any fer of doing rong. I ons hrd a wis mn sa:—If it gvs the parnt any pls'r to punsh, it wil do no good to the child to rsev it. Tho it is sd in the sacrd scripturs —He that sparth the rod, hatth his son; but he that lovth him chastnth him btims; yt lt it alwas b manfst, that the inflection of nssry pain in punshmnt, causs quite as much in the inflectr.

5. Mny parnts bnum the curiosty of childrn, & chk thr inqstvns. Ths atrbuts wr givn as a constnt spr to the timly aquision of nolj, & they shud b proprly educatd & encrjd. It is a maxm with me, that a child ful of qustions is vry likly, by & by, to b ful of nolj & wisdom. But how ofn is such an entrprisng & promsng child tretd with ridicul & rpuls. Whn a litl boy, I was askng a mn of the *why & the wherfor* of the busns in hand, & he, with som impatiens & corsns, rplid, "To mak fols ask questions." But, b it knon unto yu, *now, hnsforth & frevr*, & to al ho hav a snl ppr-corn of wit, r a spis of nolj, r a thimbl-ful of good sns, that thos childrn ar not fols, by any mens, ho ar continually askng qustions & tesng fr nolj, but *exactly the rvers*. Such an ungrasus rpuls to curiosty & entrpris has ftrd mny a promsng child, cripld inquiry in the bud, & crampd mny a risng jenius in al foloing lif.—Xplan al yu can to childrn, & as fast as yu can, rfrng thm to othr sorss of infrmation, & to subseqnt yers, fr the rmandr. At any rate, if yu wish thm wl, improv thr curiosty & encrj thr inqistvns.

6. The grat portion of parnts ar not proprly watchng thr childrn fr tokns of pculir rlsh, tact, r jenius, fr som prticular cors of li!, r som favrt art, r siens, r busns; but, rgards of al such indcations, wil *driv thm on* in such prsuts r kinds of emplymnt as sute thmslvs. In this wa multtuds hav bn dscrjd & ruind. If yu try evr so much, yu canot lrn the hn to swim, nr the goos to scratch. Al childrn of comon facults do poss, & (if oprtuntly b givn,) wil erly xibt, an aptns fr som usul & onrbl mens of entrtnmnt & slf-suport. Lt this b erly notsd, gidd & educatd, with constnt solistud & skil. Evn such a mn as Sr Isac Nwtm, was in boyhod, tho a jenius of no ordnry cast, pronouns'd a duns. Why? Bcas he had not bn alowd to oprat in his own propr elmnt, r to prsu that cors of lrrng fr which he had a naturl aptns & inclination. If inded the phrenoljsts hav any real & pculir dsrnmnt in this importnt afair, thr siens ma prov an unspekbl advantj to parnts & al othr educatrs.

7. Parents are often found, who put their genius to the task, to invent plausible falsehoods to satisfy the inquiries of children, for the present, respecting those subjects especially, which are called divination. This, however, should by no means be done. Either answer their inquiries promptly & fully, & give them all proper & needed instruction on the subject in hand ; or, if your wisdom so dictates, put them off as I once heard a discreet mother, by saying,—My dear, you must grow bigger before you can understand this matter ;—a subtle hint indeed to some religious inquirers also, who are endeavouring to search into things in their own nature, at present, *unprofitably*.

8. Prognosticating by various traditional & imaginary signs, is a common & pernicious error in many families. Numerous rules of the ancient paganism & superstition of our remote ancestors, have been handed down the course of ages, & are still in vogue from generation to generation. Hence the regard to certain days, as lucky or unlucky,—regard to the signs of the Zodiac, as applied to certain parts of the human body,—regard to the regular changes & to the singular appearances of the heavens, considered as signs of particular weather, or of something aside from the connection between natural causes & their effects, &c., &c. Several false impressions were early so deeply fixed on my credulity & my feelings, that they followed me up to this day, & operated quicker than reason can operate to withstand their force ; such as the significancy & special divination ajacancy in peculiar dreams ;—seeing the new moon for the first time in the month, whether over one shoulder or the other ;—the burning of an ear, whether the right or the left, &c. Such signs, & many more, are regarded by the heathen, who are destitute of real divination revelation. But a wise & benevolent God does not reveal himself, or any other matters, to his rational offspring, in such blind & uncertain ways.

9. Many do not use the proper means to prepare their children for independent life in a free country, or to go along after the days of their pupilage, or minority, shall have closed. They seem to content themselves with the practice of supporting their children, & guiding them by their absolute authority, in the way of their own business, for their own present profit, rather than by instruction, reason & experiment, in the way of the children's business & benefit in self-directing life, for their own support & usefulness. This is a great error, & in consequence of it, many persons, when they come to act for themselves, are obliged to learn many things which their parents would always do themselves ; & many others, at this important period of life, know not how to guide themselves, or plan for themselves.—After proper instructions & guidance, throw children, under your own oversight, early, as far as possible, upon their own faculties & resources.

## LECTUR XI.

## ISOLATD RMARKS—CONFINUD.

NO. 11. THIS SYSTM FRNSHS AN EDUCATION FR LIVLIHOD & USFULNS IN A FRE RPUBLICN CUNTRY.—A most importnt itm in any systm of primry & librl education fr the jnrl elvation & fredom of mankind, & thr comon good, wud b that it shal acomodat al abl & zlus fr improvmt, with the mens of education in al the varius nssry dpartmnts & branchs, *as erly in lif as posbl, much erlier than has bn usul*, & to any xtnt to which thr talnts & entrpris ma led thm. It is rquist, then, that it involv *nerly r quite an entir slf-suport*. Such a systm is gratly nedd thro-out our land, & inded in al parts of the wrld, to qualfy al to b usul to thos around thm, & to *undrstand & mantan thr own rihts*. It, r somthing lik it, wud b esntial to secur the long continuuns of fre, populr, rpublican institutions, both sivil & ecclesiastcl. It wud frnsh the unfortunt & homls child, & the frndls orphn, whthr rich r poor, of ethr sx, at ons with a good hom, a good scol, *a colj evn*, & a profsonl institution bsids; & of cors, with the bst prpration fr futur usfulns, rspctbilty & hapins. It wud b lik a “fathr to the fathrls,” & wud caus the anxius & affictd hart of mny a widod mothr “to sng fr joy.” Lt its progrs b unobstructd, & it wud soon dmolsh the thron of evry tyrant, brak the ftrs of oprson, & establish unvrslly among mn a vrtuus & enlitnd fredom, & cary it downwrd to the latst jnrations. *Such a systm is this*. As far as I kno, it difrs widly from any othr systm trid r usd in the wrld;—widly from thos of the bnvolnt & wrthy Frankè, Pstlozi, & Flnbrg;—& widly, as bfor sujstd, from the mny manual-labr & slf-suportng institutions of lrrng, which in this cuntry hav bn trid, found dictv, & dscontinud. Fr, it is not only a systm of charty, *providng fr the entir suport*, durng any lngth of tim, *of the most nedy childrn*; but it is also a systm of Jnrl & Librl Education, ofrng to al, rich r poor, *the privljs of a most complet Unvrsty*.

12. INSTITUTIONS OF THIS SORT SHUD BGIN SMAL, & GRO GRADULY, lik comon famls, til the numbr of pupls arivs at one hundrd, whn the increas, fr mny good resns, shud stop. This sloly progrsv enlarjmnt wud naturly tnd to produs a closr union among the inmats. That which grossloly, is naturly apt to b mor solid



& permanent. With union & stability, there are other advantages attending this early & slow growth. It is a great error in the concerns of education, to bring together at once, many young, untamed children & unwieldy youth, without a previous acquaintance with each other, & with the teachers who are acting parents, & unprepared, at first, for peaceful union & harmony,—persons of all the different capacities, propensities, objects & characters, & from all the varieties of domestic customs, habits & government, & no government at all. The head fountain & the main stream should be pure, salutary, & efficient, that they may exert an ameliorating & conserving influence upon the smaller ones, as they occasionally fall in,—that when it becomes a mighty river, it may still preserve its pure, salutary & productive qualities. Very much the same should it be with regard to the property of the institution, & its educational future. *Slow & sure*, should be the maxim. Whatever, on its own basis, finally becomes great & permanent, usually begins small & advances slowly. This is the order of Nature & of Providence, & therefore of Infinite Goodness & Wisdom. Long patients, of course, with much parental solicitude & effort, must be exercised toward self-supporting scholars, for juvenile & liberal education, during some ten or a dozen years, before their nature & value can be fully developed, & their rich & abundant fruits made manifest.

The number of pupils should not, at any time, exceed a hundred, & that for various reasons. This number, divided into five distinct families of twenty each, would be large enough for all educational & social purposes, & as large as could be well accommodated by one family of convenient size. Besides, one hundred pupils would be as many as so small a faculty, & one of so much business as here contemplated, could well manage with relation to all the various objects & concerns of the scholary. Moreover; this number is the largest that would well comport with the public good in the proper diffusion of such scholars over the country.

13. MANAGEMENT OF THE FIRST MOD OF THE SYSTEM.—Let any school-districts so disposed, where primary education is supported & regulated by law, at once adopt the plan of the first mod of this peculiar system, desirous radically to improve the common schools, under the denomination of district classes. But in case a majority of the legal voters be opposed to this, then let families having children, & wishing to adopt this, or any other different method of education, be allowed by State authority, to have their children annually examined by the assessors, when taking the inventory of property, & by others at other times, & in case such children be found in a course of education to answer the State purpose of *morality, virtue & industry*, then let the school-taxes of such families, for that year, be

abatd,—& so aftrwrds on the sam conditions. This wud prvnt much dsatsfaction & oprson. Fr a larj portion of the comn scols hav, in fact, becom scols of il-manrs, vis, & idlns, rathr thn of svilty, good bhavir & industry; it is thrfor unresnbl & unjust, to compl thos ho hav childrn, to pa thr hard'ernd mony to suport thm.

The forgoing plan fr sity, vilj, r dstret clases, undr the frst mod of this systm, in one material point, is lik the coljs, & othr hi institutions of lrng,—admitng but one clas, & one subjt r xrsis, at ons, into the sam rom. If this b the bst mthod fr the hir stajs of lrng, surely it must b fr the primry;—if the bst fr pepl of matur aj, surely it must b fr childrn, hos minds ar esily dvrted, dspatd & confusd. Hø then can gv this subjt a momnts rflction, & not feel, *at ons*, that ther is *one* radcl err, at least, in the comn scols, & in som hi scols & acadms, *which cals imperiously fr one radcl chanj*,—that of havng no mor thn one clas & one kind of busns, at the sam tim, in the sam rom. O how much jargon & confuson, hindrns & distracton, fatig & idlns, this wud sav! It wud also prvnt the chef dmerlizng tn-dnss, the want of propr orl xplanations, & inded al the othr prinspl evls of the comn dstret scols.

The dolful mis-education & dmerlizng of childrn, promiscuously intremnglng without a nssry & faithful ovrst, is an enormus evl, a crs of imns magntud, produsng dgrdation & misry, mourning & wo, & *shud by al mens, & at any rate, b prvntd*.

14. AGRICULTURSTS IN HI LATTUDS WUD DRIV PCULIR ADVANTJ FROM THIS SYSTM.—The long winters in the northern parts of the Unitd Stats, & in othr cuntris of similr lattud, aford thm about fiv months in a yer, in which lil can b don but what wud admit of orl instruction at the sam tim. Ths winters wud, of thmslvs, undr the privljs of this systm, frnsh the childrn of the yomnry, from the aj of fiv yers to twnty-one, ho hav the facults & inclnation fr productv hand labr & mntl improvmt, with a good primry, clasc, ornamntl, agriculturl, & othr profsonl education. They miht then, at plsr, prsu the ocupations of thr parnts, r trn to othr trads r profsons. If this ma inded b don, it is a matr of no smal consrn to agriculturl comunts in sd cold rejons. Bsids, it wud ras the profson of agricultur & gardng, to its just elvation in comparson with othr profsons.

An agriculturl education, therete & practel, fr both sxs, in



union with other departments, stages & branches of education, journal & library, I deem of great importance. On this subject I have before dropped some hints in former writings; but its great consequences demands further & more specific attention. To show this I observe—

1. That this concomitant agricultural education tends to promote & preserve health, & the formation of good & vigorous constitutions of body & mind. In childhood, it gives room for pleasant rambling, for athletic diversions & exercises to both sexes, in open & wholesome air. It furnishes a diet also very congenial to health, comfort & learning.

2. Engaging early in the pleasures & business of agriculture, prepares one for future exposure & hardship. It prevents or destroys an *unenviable delicacy* & *timidity*, & gives energy, fortitude, & an unshrinking nerve. Thus what would otherwise be considered great exposure & hardship, is safely & easily borne.

3. It constantly exercises, & of course improves, the judgment. It furnishes children of only four or five years of age, with a due portion of business, which they are capable of performing. And whatever the business, it necessarily requires the continual exercise of care & discretion. I know of no other business so conducive in early life to those intellectual qualities.

4. Proper attention to agriculture is conducive to virtue. It keeps children from dissipating amusements, & from idleness & vitiating company. It inures early to habits of diligence & productive industry, & thus prevents the irksomeness in subsequent life. This is a material point to be gained in an early education.

5. It helps forward the interests of agriculture. There is probably no employment, merely secular, more available to the substantial good of any country, than the practice & improvement of agriculture, by scientific & well-educated people, both in the male & female departments. Those who are brought up considerably amidst the senses, the pleasures, the improvements & business of agriculture, seldom if ever lose a relish for them. All people, especially the liberally educated, whatever their business or profession, should, if possible, occupy & cultivate some land, more or less. This would afford them healthful exercise & recreation. And all children should be taught, scientifically & practically, whatever is to occupy their faculties in their support & usefulness on becoming men. The mind of each person, rather than a *master*, should spontaneously enquire & direct the hand.—Whatever business interests the feelings, arouses & engages the faculties in early life, is very likely to occupy the inactivity & the inventive powers in succeeding life. Hence an early acquaintance with the labors, pleasures & profits of agriculture, among those liberally educated, would in any country,



espsly in this, tnd gratly, in the finl isu, to promot its agrculturl intrsts. Now this systm of education looks wl tords this objet, & is bilt vry much on the prinspl of havng the inmat, both mal & femal, in thr rspctv dpartmnts, out of dors & within, becom wl instructd & xrsisd in the afars of agrcultur, *this art of al arts*, fr futur profit, usfulns & plsr, as wl as fr prsnt slf-supoit. This matr shud b wl thot of, & dscusd.

15. CHILDREN SHUD LRN ERLY THE PRSUS FRUTS OF THR OWN INDUSTRY.—Erlly in lif as posbl, childrn shud hav optuntty to lrn from xperiens the prsus rsults of thr own judisus slf-drectd efrts, thr ladbl entrpris, & onrbl industry. This wud caus thm to lov labr,—*wud mak thm real busns pepl*, such as we ned in rpublen sosiety, & habituats thm to such a cors of lif, as wil rndr thm good & usful sitzns, really valubl mnbrs of sosiety,—the bon, cartlj, sinw, musl, nrv—ya, the vry *lif-blod* of the body poltc.

Now al this is providd fr in this systm. The childrn in my trial scol wr alowd esy tasks in manual wrk, & fr what they did ovr, they had pa ethr in mony, r such xtra artels as wr most dsirbl. Bsids al this, ech boy, & a grl, if he plesd, a partnr in the consrn, had a gardn, fr buty, ornmnt, & profit of thr own, to cultvat,—in which they wud labr in tim gaind, r tim alowd fr recreation, & al the enjoymnts & profits of which blongd xclusvly to thm. Both of ths sorss of plsr & proprty, arisng from thr own zel, injnuity & onst xrtions, had a most bnfisl influens on the conduct & hapns of my inmat pupls, just as we miht bforhand, on comn prinspls of humn natur, saffly hav concludd.

16. INTELCTUAL EDUCATION MOR THRULY DSCUSD.—This subjt has somwher bn insdntly glansd at bfor. But I wil now dwl som upon it, & mor fuly unfold its difrnt parts.

But litl, howvr, can b knon of the humn sol, r the mod of its conction with the body. So far as it xbts itself by its oprations, to our own consusns & obsrvation, thus far it is a propr objet of invstgation, rflction & resnng, & no frthr. We kno nothng of the substratum of spirit, r the peculir manr of its xistns, with r without a union with orgnizd & livng matr. What I kno of the sol, is in substans statd in the foloing analysis, namly:—

It has the powr of *prspction* by its xtrnl & intrnl snss, cald *the undrstandng*. Its xtrnl snss ar thos of seing, herng, felng, smng, & tastng. By ths, the sol has polj of xtrnl objets, &

intreors with thm. It also posses intrnl snss, such as thos of buty & dformty, of harmony & dscord, of curiosy & novlty, of grandur & sublimty, of congruty & incongruty, of ordr & confuson, of propriety & impropriety, of dignty & menes, of onr & sham, of riht & rong. This last is consns, which is a pre-mnnt faculty of the sol, & rndrs mn an acountbl ajnt, a propr subgt of morl govrmt, & in his spiritual natur, nerly alid to anjls, & evn to the Deity himslf.

The sol has the powr of realng & rtanng prsptions & the idea of rlations, *cald conspion & mmry*.

It has the powr of ideal creation & aranjmnt, *cald imajnation*.

It has the powr of *rflection upon itslf* by its own consusns.

It has that of *abstraction & clasfcation*.—It can sprat qualts from thr subjes, & considr thm by thmslvs, & with othr thngs.

It can aranj & compar thngs, & infr consqusns. This is *resnng*.

But the chf thng that blongs to the sol, is *the hart*, r the seat of its afctions, pasons, dsirs, intntions, enjoymnts & sufrngs. But it is the education, r adaptation to propr use & ends, of ths parts r proprt of the sol, wich is the chf subgt of this artcl. This embrass, frst ; The aqusition of vrbl languj, *as a storhous of nolj*. This shud by al mens rsev erly, strong, con-nratd & lastng atntion. If this storhous b not prpard & en-arjd as ocason rquirs, & as the stok of nolj incress, the mind wil rsort to anothr kind of languj, bfor spokn of, that of colrs, figrs, motions, attuds & positions, printd on the imajnation, & sd as a privt dpostry of nolj. But it is knon only to ones own lf, & of cors is incomuncbl to othrs, & is vry dfcult to b trans-atd into vrbl vrnaculr languj. This is a sor evl among sosl be-ngs, which I myslf, & many othrs, as bfor sujstd, hav had oca-sion to bwal, & which shud, by al mens b prvntd by erly frnshng a comptnt suply of good comn vrbl languj.

The mens to b usd fr acquirng this languj, ar such as folos ; —Much fre jnrl convrsation & orl instruction ; —much jnrl red-ng without levng a wrd bhind, not wl undrstod ; —ritng & spk-ng our nolj, as much as ma b don ; —&, as far as convenient, the study & translation of othr langujs, epsly Latn & Grek.

The nolj of our languj, shud alwas b incresng in just proportion to our stok of othr nolj. If this rul b not folod, lmnthl con-squsns wil most surely folo. Now, this erly, judisus, & continud



atntion to our comn vrbl languj, was the chef instrumnt of making such ortrs as Wbstr & Cla, & such ritrs as Channg & Em-  
ons. Whnvr such mn had any thng to sa, they had good languj  
& in plnty, rdy at hand, with which to sa it, & that in a lused,  
intrstng & forsbl manr.

Scondly. Intletul Education rquires atntion to such studs as  
naturly go to dsplin the mind by confinnng it to the subjet in  
hand; by such as aid in adng quikns & pntration to the powrs  
of prspction; & such as tnd to strngthn the rtanng & consptv  
facults. This is al to b acomplshd—by mathmatel studs,—by  
ernst & undvidd atntion to dscorss on important topes, orl r ritn  
—by thru study of subjets fr our own composition, with r  
without convrsation r redng,—by studyng boks of mntl philoso-  
phy, of cler dscrmination & conclusv resnng, al with du rflc-  
tion,—by much comitng to mmry,—& inded by almost any x-  
rsis, which xcits & fixs the atntion, arouss the mntl enrjs, &  
forms good mntl habts.

Trdly. This education of the mind implis the gradul & con-  
stant aquisition of nolj, jnrl & spsife, togthr with vrbl languj  
in which to dpost it. This is to b don—by redng & herng,—  
by convrsation & rflction,—by obsrvation & xperiens. Al the  
ruls & advis that ned b gvn hre rlat to the chois of boks, the  
slection of techrs, & the siens of Mnmones, r improvng the  
mmry by the comn mens, atntion & xrsis.

This dpartmnt of education has also much consrn with ab-  
straction, dscrmination, aranjmnt, & the propr djstion of our  
mntl stors. This is don cheffy by rflction, & by composition,  
ritn with car & jujmnt.

*It embrass the improvmt of the resn*, by redng & herng the  
bst spsmns of just & abl resnng, & by xrsisng ourslvs much in  
the use of our own reson. Mtphyscs & logc ma b studid to  
grat advantj; also the physcl & morl sienss.

The last thng I shal now nam, undr this hd, is *comuncation*.  
This is dfrnt from the frst prticular, wher languj was considrd &  
tretd as a dpostry of ideas merly;—somthng dfrnt also from that  
part of ornmmntl education, cald polit litrtur, r bltr. Hre it is  
to b considrd & tretd as a chanl of intrecors with felo minds, & a  
mens of influns upon othrs harts. It is to b improvd, & rndrd  
mer efisnt, by studyng boks of rtore & ortry, by redng with care  
the productions of the bst ritrs & crites, by listnng atntvly to



the best speakers, by learning human nature, & the most direct avenue to the human understanding, feelings & heart, & *above all, by much judicious practice.*

These six are matters of prime consequence in a good intellectual education, demanding attention to the storibous of nothing, the improvement & discipline of the mental faculties, the storing up of nothing itself, its orderly arrangement & preparation for reasoning & action, & the power of employing it for pleasing, instructing, & persuading mankind.

But I have here something to speak of a little more, which comes within the province of mental philosophy, & of course, within the province of the educator. I am now venturing on ground before untried; that is, as far as I know. And if I should add one or two new chapters or sections to this interesting & important, though difficult subject, I hope no considerate mind will, without candid & mature deliberation, accuse me of innovation, or trespass, or wilfulness; for these matters, although I have never before seen them discussed or noticed, are, by no means, objects of mere curiosity & speculation; but of immense use & daily application.

The first & chief of these things, which is the forming by preceptual guides & self-discipline, & *forming early*, distinct habits or modes of thinking, *as to speed*, for the sake of accommodating our thoughts to the various objects & uses: As—

1. *Thinking for increase of our own mental stock*, or other motives of personal consideration, all without reference to immediate communication.—For such process, our thoughts should be in our verbal vernacular language, & as rapid as will allow of sufficient depth, accuracy, order, & retention for ready use when needed. All manner of great mental funds, arranged in due order, & ready for use on any occasion, are here fair specimens for illustration.

2. *Thinking for colloquial purposes.*—Here speed is not so material as the power & habit of collecting & arranging & storing our thoughts, till according to the just rules of decorum, our turn comes to speak. This will prevent our talking in company more than our share, & prevent our interrupting others by uttering a thought we are in great fear of losing, if not spoken immediately.—Professor Linnard Woods, of Andover, Mass., & his very worthy pupil, Jacob Ide of W. Medford, are, under this item, very good examples.

3. *Thinking for utterance*, while engaged in extemporaneous public speaking. This should not be too slow for interest & animation, & not too fast for due reflection, & for deliberation, distinct, & full enunciation, by the exercise of the more sluggish organs of our physical nature, *the organs of speech*; much after the examples of John Hancock, Samuel Spring,

D. D. Calb Strong, & Edwrd Evrt, al of Mas., & Timothy Dwit, lat prsdnt of Yal Colj, Ct.

4. *Thinking fr the sped of the pn*, in comn long hand ritng. This mod r habt of thot, fr manuscript, r bok-makng. which is of much & lastng valu, shud b just sufisntly slo fr du rgard to matr, aranjmnt & proprity of diction, & just sufisntly rapd fr propr dspach in fair ljb'l chirogrphy.—Nathaniel Emons, lat tchr of christianty in Frankln, Mas., was a frst rate xampl of a good habt of thinkng fr the du & unambarasd sped of the pn. The wrld has sldm sen a btr ritr on al accounts, *espsly fr the pulpt*. Now, it is my dlibrt & ful conviction, with propr dfins to futur invstgation & the opinions & xperiens of othrs, that one, & the sam prson, is capbl, by nssry instruction, tranng, & his own eforts, of erly formng al ths four dstinct habts of thot fr thr dfrnt apropiat uss, & that to vast advantj in al subsqunt lif,—in the comn afars,—in litrry & sientfc prsuts & busns,—& espsly in the lrnd profsions, & in the varius matr & consns of public srvs & employmnt.

I wil now, with a litl freedom, sho yu som of the inconveniencs arisng from not havng ths four dstinct habts of thinkng erly formd. The prsn ho has not the habt of thinkng fast enough fr good & fair hand-ritng, is vry apt to b a slo, stupid, cold, unintrstng, & spirtls ritr.—On the othr hand, the one ho thinks too fast fr the pn, of cors too fast fr sufisnt dpth, dlibration, & maturty of thot, wil find himslf subjt to svrl evls; as frst,—he wil hry his pn in such a manr to kep it in pas with his thots, that his chirogrphy, r hand-ritng, beoms so bad that othrs, & somtims himslf evn, *can but hardly red it*, if at al. One miht almost as wl undrtak to red qual-traks in the sno! I hav knon mny such, & hld corispondns with thre of thm. But O! thr ritng. Yu must, afr al yur tim & trubl, *gs at about haf of it!* The nxt evl of thinkng too rapdly fr the pn, & a gratr one stil, is that ths too rapd thots ar vry likly to b *vry suprfsil*,—put down in haste, without sufisnt care as to the subjct matr, the unty, the brefs, the prspcty, the strngth & elgns, of the composition. I ons had the kindns, r *the impudns*, of sujstng to one of my corispondnts, a vry rapd ritr, & an enormus publishr of boks. that if he wud rite mor sloly, & with mor prpration, thot, & dlibration, & lt evry manuscript se, as Hors ss, Mny a da, & *mny a blot*, bfor it ses the wrld, his ritngs, in the long run, wud b



much mor red, & mov mor sloly out of estem, out of use, & out of dat. But he, strongly dsirus of grat authrshp, & zlus fr making mny boks, justfid himself stoutly, & told me that his thots movd with the rapidty of lightng, & that his most rapd ritngs wre the most apladd!—A minstr of the Gospl ons, vain of his rapd ritng, showd me & othrs a *manuscript srmn*, which he sd with aperns of som slf-complasnysy, & hi xpectation of admiration, that he rote it out in one wintr evng, by the liht of one candl, which, I think he told me, lastd til about 10 Oc. He thn bostd that *that srmn cost him but just one candl!* To which a brothr ministr, hos sarcastc wit fr that momnt, got the btr of his svilty, rplid, that one candl was quite al it was wrth! Wl miht the satrel Hors, castgat the sily authr ho made—Sntum carmina, stans pede in uno,—a hundrd lins of poetry, whil standing on one fot, bfor shifng his weit to the othr.

If yu wish to hav yur ritng srviv yu & b red a hundrd yers hns, yu must dvot much tim & labr to evry paj. Whatvr is ritn fr the public y, shud rsev much mor atntion as to matr & styl, thn that which is dlvrd xtmpraneusly, on the spr of the ocason, & is soon gon, nvr to b rvwd, r critsidd. The real weit & wrth of what is ritn, lik othr thngs, wil jnrly bear som just proportion to what it costs. Thrfor erly form the habt of thinking dlibrtly, deply, conctdly, & acurtly fr the pn & the prs.—In comn epistolry & jrnal-ritng, yu ma howvr, b mor rapd.

Anothr grat evl of tryng to rit with the habt of thinkng too fast fr the pn, is, that the cors of thots nas run by, bfor they cud b put down. Prsns subject to this evl ar jnrly thos of warm, x-itbl, & hryng tmprmnt. Thos of thm, ho ar dtrmind to rit wl, if at al, findng thr thots gon by, without bng put on papr, ar oblijd to go ovr the ground agn, & with felngs coold, & ardr dampd, endvr to drag bak ths flon-awa thots. But they now sem dspoild of thr lustr, frijd & ds gustng, lik skltons without lif, r fish, r clothng. On ths acounts, ritng becms a slo busns & an irksom task, & so it wil continu, til the xtmpraneus habt of thot b laid asid, & anothr formd, sutbl fr the pn.—This evl was much compland of by a felo studnt of min at the Theolojel Smnry, hom I & othrs wr endvrng to improv in the composition of srmns. This is doubtls one of the chef resns, why ritng composition is such a hard & dsagrebl wrk to mny.

I wish yu now to nots som of the evls arisng from want of a



propr habt of thinkng fr xtmpraneus speknng. If it b too slo, one must ethr spek without thot, & of cors is liabl to gt into the use of mny xplivs, & xpedients to gt along without embarsment, r his utrns must b too slo fr kepng up an intrstd atntion among comn pepl. But on the othr hand, if his thots mov too rapdly fr his powrs of utrns, he wud b likly to spek too fast fr his own comftr, & fr the edfcation of his herrs. They ned propr tim fr rtrospection, rflction, & fixng the thots in the mmry.—But this too rapd & imprfct utrns, is not the only evl, *nr the gratst*, in thinkng too rapdly fr the tong. It produss in mny the dredful & embarsng habt of stamrng. I do not men what is usualy cald an impdmnt of the spech; but that stamrng which riss from a *vain efrt* to utr wrds as fast as thot movs fr privt use, which is imposbl without speknng fiv wrds in propr tim fr one. This is too much fr our slugsh material orgns to acomplsh, & the inconsidrt atmtpt to do it, produss hudlng, confusion, sputrng, stutrng, stamrng, & vry bad & dsagreabl mthods of speknng. Thos subject to this habt must, in efrts to comuncat, go ovr the ground twis r thris, bfor they can b undrstod, & of cors, ar subject to grat wast of tim, with al thr hury & othr evls. The want of the habt of thinkng sloly enough fr ful & dstnct utrns in xtmpraneus speknng is a vast damj to mny grat minds & clos & rapid thinkers.—I ons knw the prsdnt of a colj, a mn of superir faculsts & atanmnts, & quite an authr, *ho was much injurd* by not havng a just habt of thot fr xtmpraneus prformnss, kepng evn pas with his powrs of elocution. And as he was vry populr with his pupls, they, I prsevd, wr insnsbly imtatng him, & aquirng the sam bad habt of utrns. O what imns evls aris from such a mns bad habt, aquired in yuth fr want of propr education in this matr.

With rgard to the mod r habt of thinkng fr ones own privt use, r fr increas of mntl frntur & stors, I shal at prsnt do no mor thngv this one jnrl rul: Think as briskly & swiftly as yu can, & yt think clerly, thruly, acuratly, profoundly, on evry importnt subject, & la yur thots awa in good ord r withal.

With rgard to formng a mod r habt of thot fr both tong & pn, I wil now just sa: Stok youaslv s wl with cler & dstinct ideas, dpostd in good vrnaculr languj;—erly bgn to think fr ring as swiftly as othr importnt thngs wil alow, & continu in it, as a cors of dsplin, fr das & weks togthr, with as lil intruption

as posbl; & just so with rgard to speking; til yu can think with the propr speed fr the pn lik Nathaniel Emons, & fr the tong lik Lnrd Woods, & Daniel Webstr; & then yu wil poss qualifications of vast wrth to yu as both ritrs & spekr.

Bfor quitng, fr this tim, the neibrhod of mntl phlosphy, I must balowd the privlj of prsntng tw mor short pargraphs, one entirly nw, the othr comn; but both important.

Ther is one thng in the afars of mind, which I hav nvr knon to b notsd bfor. It proseds from a prinspl in humn natur, which shud b proprly rgardd, dvlopd, dfind, educatd, & drctd to its propr objts. Sum acount of this is as folos: Whn a prsn is, at ons, r of a sudn, xitd, & much intrstd, with any prticular objet, r subjt, the mind spontaneously & instntly, without rflection r chois, grasps som othr & a material objet at hand, r in imajnation, & fixs on it, as a kind of witns, rtanr, promptr, r montr, r whatvr yu ples to cal it, as an aid in recolectng & usng this matr of intrst fr contmplatation r dscors. This has bn a thng of xperiens with me from my earliest recolection. Som think this is peculiar to myslf; svrl howvr I hav found ho think othrwis.— But I wish othrs to gv thr xperiens & opinions on this subjt. I aprhnd ther ar yt prinspls in mn as wl as in othr dpartmnts of natur, not yt dvlopd.

In the provns of education, a matr of grat & parmout importance, is, that the yung mind b made *erly to aquir the habits of ernst atntion to distinct & dfint objcs*,—of thru invstgation into the natur & rlations of thngs, facts, & truths,—of acurt discrimination,—of ordrlly aranjmnt,—of a dep, tnasus, jnrl care,—& of strongly felng a constnt rsonblns. Whatvr ma b the fact with rgard to othr dpartmnts, branches, & itms of lnrng, b sur to lt this b don, tho at any pains & cost. Such habits, with thr naturl concomtnts & rsults, wud aval esntially tords formng x-elnt carctrs, such as Socrats, Xnophon & Plato, such as Cato, Sisro & Aurelius,—such as Bacn, Lok & Nwtn,—such as Washington & Adams, Jefrsn & Webstr;—r rathr, such as Abl & Josph, Calb & Joshua, Paul & John, & mny othrs, ho hav lrnd of our Lord Jesus Chrstr

N. B. Se also artiel 13 on the last paj of Lctur XIII; wher is somthng mor that is nw undr the jnrl subjt of Mntl Phlosphy.



## LECTUR XII.

## ISOLATD RMARKS—CONTINUD.

17. THE JNRL APLCATION & USE OF LITRTUR & SIENS.—This dos not sem to b xtensvly wl undrstod. One fathr sas, if I knw r blevd my son wud b a profsonl caretr, r a statsmn, I wud gv him a librl education. If I had strong resn to think that my datr wud bnft the wrld by techng & ritng, I wud gv hr also a good oprtuntty fr the sam. But fr the comn busns & consrns of lif, *what is the use* of so much xpns & trubl fr mor thn the comn primry education?

But so grat a mn as Juj Story of Mas. ss—Such is the quiknng powr of siens, that it is scarsly posbl to plant its simplst jrm in the humn mind, without its xpandng itslf into a hlthy groth. As it movs on, it jnrats nw thots & nw inquirs, & is forvr gathrng without xaustion, & without satiety. The curiossty, which it ons enkindls, brns on with unxtingushbl flam.—What then must b the mity & glorius influens consqunt upon educatng, *jnrly & librlly*, al pepl, in litrtur, siens & busns, acording to the provisons of this systm! It wud soon rejnrt the wrld, & produs such a dsirbl aj as that which was the theme of ansnt song.—Then lt this systm of education rsev du atntion & patronj, that ma cary its prsus fruts into al dpartmnts of humn busns & consrns, & far abrod in the wrld, & down the cors of tim.

Afr my own long xperiens & obsrvation on this subjeti, it is frmly my opinon, that, if any mn has a son, intndd fr a farmr, & has only a theusnd dolrs, r ls, to gv him, it wud b wis both fr the son & the publc, if the fathr wud xpnd quit one haf that sum fr the sons xtra r librl education, at a colj, r som othr good insttution of lrng; *providd howvr*, that the son wud not, by sdntry, efmnt & studius habts, *lose his inclnaton & abilty fr agriculturl labr*, & real bon & musl xrsis. The resns fr this ar—*Frst*: His superir qualfcations fr planng & manjng his busns to advantj. *Scondly*: His superir skil & powr fr employng to gratr profit, the naturl resorss & wlth of his farm r plantation. But nothng wil so wl secur the forgong importnt & esntial proviso, as the mthod in this systm of daly uning lrng with varius



labrs, espsly agrculturl. Whn this proviso is scurd, in conction with a jnrl & librl education, a grand objet is acheyd without any drabaks.

18. MN & WOMN OF WLTH & HI STANDNG IN SOSIETY SHUD XAMN THIS SUBJECT.—It asords me real hartflt satsfaction & dlit, to se thos of whatvr politel set, hom our fre, enlitnd, rpublen sitzns hav bn plesd to plas in trust with thr public intrsts, lookng diljntly to the evr prsus consrns of our comn, intrnl, domstc bnft, espsly thos of jnrl & librl education,—&, without partialty, afordng countnns, & al propr encrjmnt, to evry mens of public utilty, improvmt & hapns. With becomng dfrns to the nolj, jujmnt, stations & patriotism of al such, I kindly & rspctfully ask thm thruly to xamn this systm of education, in al its parts, conctions & barngs, & with candr & fidlty to vw it in rlation to the strong rqsitions of our stat & nations grat intrsts,—& then to act acording to the dctats of thr humane, patriote, bnvolnt felngs, & enlitnd wisdom. It is posbl ther ma b somthng in it, the stat & nation neds.

As this systm of education was orijnly dvisd, & chefly intndd, fr femal improvmt, elvation & hapns, thrfor, presntng my rspctful salutations to the wivs, datrs & sstrs of statsmn, patriots & phlanthropsts, & to al othr lads of wlth & influens, & of humanty & kindns, espsly tords the ls favrd of thr own sx, I ask thm to sumn & consntrat thr enrjs & wisdom, & by this, r any othr & btr systm, to mak mor xtndd & powrful efrts fr the jnrl, enlarjd & usful education of the ls wlthy femals; such efrts asshl provok the smils of bnfisnt Hvn, xit the gratful emotions of sucsedng jnrations, & mark thr own nams, & thr own tims, with pculir & ilustrius dstinction. Lt not this apel to the femal mind & hart, b in vain. In this grand afair, not only of patriotism & phlanthropy, but of moralty & rlijon, & the hiest sprtual & etrnal intrsts of al, ar deply consrnd.

19. Shud any institution undr this systm becom abl, it mit b wl to estabsh an INFANT DPARTMNT, proprly spratd into dstinct grads, fr the suport & jnrl education of foundlngs, & othrs, at any aj undr fiv. This wud doutls prsrv much humn lif & talnt to the stat, & wud asord optrtunty to asrtan the mrts of a rgulr systm of infnt tranng, compard with the comn, unnlitnd, bap-hazrd mthods. It is quit posbl, that infant education in jnrl is susptbl of vry grat improvmts, fr the prsrvation of lif, fr the

promotion of health & physical power, & also formerly advances in morals, intellects & usefulness.

Such an infant department might possibly be used to correct a strange mistake, & an immense evil, prevalent in the world,—that children in most, if not all, of the stages of life under five, are not the proper subjects of systematic or formal education. But the truth is exactly the reverse of this. See, I beg, & duly appreciate, what in fact they do learn under five, & even under three!—So that the parents, dear & faithful mothers of Philip Dodgson, Timothy Dwight, George Washington, & John Quincy Adams, & many other parents, have begun their work early, & raised up most excellent children to enlighten, reform & bless mankind.

Great improvements are doubtless yet to be made in the education of young children. One thing of prime consequence, I will venture upon a little.—*They should have more to do with the grand building of nobility itself, & less with the scaffolding & various preparations.* This I tread of very briefly in my memorial, heard & printed by Congress, Feb. 19, 1844, on the subject of reforming the writing of our language. But it here requires a more free & full discussion.

Much to which young children are required to give their attention at school, is mere preparation for nobility. For a great portion, or perhaps most of this, they see no use, & for it they probably will have no use for a long time, if ever; such, for instance, as learning by rote to spell long columns & catalogs of words, without noting their meaning, or having any occasion to use their arbitrary & cumbersome orthography in writing composition,—the only legitimate object of any formality in this hard & disagreeable business. They are pushed forward in this, & other things, under this head of preparations for nobility, at great pains & expense, by almost any & every means of stimulation, such as fear of offending parent or teacher, or apprehension of punishment, or hope of reward, or even the gratification of unhalting ambition, or all these together,—& not in the least by dilated in the business itself, or by a rational conviction of its necessity or utility. Of course when the hated, drudgery, irksome task is over, the whole is dismissed from the mind, & is very soon forgotten.—This is like raising stairs, scaffolds, platforms, stairs & ladders, at immense & distressing labour & expense, without any known use to the workman, & to be blown away, or rotted down, before their use is seen or needed. In this way, I have no doubt, that, on a journal average in this country, more than one half of the parents' time, silver labour, & vast expense of children under ten years of age, spent in the common schools, or any other primary schools, are thrown away, & indeed, unspeakably worse than thrown away. Vast power



evil is produced, as the natural & necessary result. This strong, operative little animal will, if possible, be busy about something that interests them, though it be nothing but sport or play. They will avoid school, as a place of mere learning, as much as they can; for their interest & pleasure in the business do by no means serve as a recompense for the confinement & other disagreeables. Hence many become extremely prejudiced against the school, the books & the learning, & all that is in the atmosphere of school, except the recreations & vitiating sports & gratifications. These children therefore, even in this free & enlightened country, grow up in doleful ignorance. Besides, by this strange, unnatural, & absurd method of early education, many bright & promising children become stupid & benumbed. Many acquire the habits of idleness, by sitting & doing nothing at school; for they choose to do nothing however disagreeable, rather than perform such hard, uninteresting, & in their view, useless tasks. This naturally produces vice, as well as ignorance, juvenile indolence, & neglect of duty. Indeed, the chief deficiency & the many deplorable evils in the atmosphere of common schools, & of any primary education, now, by virtuous & discerning people, are looked well into the matrix, much & justly complained of, flow naturally from this old, foolish & barbarous custom.

But, without delay, at this feeling, spritely, rational, active, enterprising & industrious little creature at work on the building of nobility itself, & by the simplest oral language, by model & sample instructions, & any other valuable methods, communicate proper ideas to them,—observing also, at the same time, by all means, to teach them good verbal language, which they will not be obliged afterwards to unlearn, especially by correct example, free definition & use, as a retreat & storeroom in which they may safely deposit their nobility, in good order, as fast as they acquire it. Then, by & by, when they themselves persevere, by proper helps, that they can conveniently do no more, & go no higher, without building steps, stairs & scaffolds, & procuring new tools, now found essential to the successful prosecution of their present business & stimulating objects, they will now of course go at the work with alacrity, & pursue it with all their might. How soon then is it done, & well done, & up they go again, with redoubled energy & satisfaction, to work on the main building, *the temple of nobility*.

Now I will drop the figure, & use plain language.—After teaching children various important & interesting nobility—such as the works of God & the works of man, including natural history in its almost infinite variety,—the rudiments of the physical sciences,—the nature & relations of things which they can understand, geography, the sacred



& seculr histry of the wrld, &c.,—al by esy & smilir languj, by varius mthods of xbiton & rprsntation, & that also in union with som simpl & plsnt handcraft, til the aj of fiv, six, svn, r eit ;—astr al this, I sa, lt thm b informd, as yu wud inform the inhabtns of a nwly dscovrd iland, dsttut of al litrtur, astr they becom aquantd with yur vrbl languj, *that the sounds by which instructions hav bn gvn thm*, which they hav hrd & undrstod, which natürlly blongs to the er only, *hav*, by the injnuty of mn, bn rprsntd to the y by srtm litl marks, cald *ltrs*, which yu & any othrs can lrn & mak, such as ths; (shong thm the alphbt.) Lt the techr thn tl thm ;—I obtand much of the nolj I hav bn gving yu, from boks by mens of ths ltrs. (Shong thm boks ritn & printd.) Now if *yu* wil lrn the forms & sounds of ths ltrs, & to sa thr sounds, whthr singl, r a numbr in a sprat parsl togtthr, yu wil yurslvs b redrs, & obtan most intrstng & prsus nolj from boks, as wl as I, *by yurslvs alon*, without a techr.—With what spirt & curj wil they now ply the wrk of lrrng to red! And, if we had a justly rformd & good alphbt & orthagrphy, *as we esly mit & shud hav*, they wud mak vry quik & plsnt wrk of it ;—don in a fw das, r at most in a fw weks ;—in ls thn one tnth of the tim & pains usualy spnt in it.—Wl, in propr tim, tl thm ;—Yu can esly lrn to mak ths ltrs yurslvs, with fingr, chak, pns, r pn, on sandbord, blakbord, slat r papr, & so to plas thm that they wil signfy signfent wrds, such as yu hav bn herng, & can now se, & red, & undrstand. By this mens yu can put down r rcord prsnt facs, & yur prsnt thots & nolj, fr the futur use of yurslvs & othrs, fr speking to thos at a dstns, & thos ho wil liv long astr yu wil b dd. They ar now, at ons, prpard with propr zel & rsolution to comns the art of ritng, & soon it is mastrd. Astr lrrng to mak the ltrs, & to join thm togtthr in wrds, in smal runng form, lt thm prosecut the busns in thr own composition, espssly in ltr & jrnal ritng, with pns, (if found bst,) of thr own manufactur. Now is the tim fr thm to comns lrrng to spl the wrds they ned to use in thr own composition, & non othr ; also, lrrng *gramr*, *punctuation*, & the use of *capit ltrs*,—al in conction with thr own composition ; but stil without much, if any, bok-study. By such a mthod, I hav had childrn abl to rit vry dsnt composition, at eit r nin yers of aj.

In our mthods of instruction, conformd to this slf-suportng systm of jnrl & librl education, the comn primry branches, such

as redng, ritng, the nolj of wrds, thr orthogrophy, gramr & aranjmnt in composition ; also, varius mens to sharpn & quikn the undrstandng, r the prsptv & the consptv r the reali g facults, —mens to strngthn the mmry, to invigrt the dscrinnatng, the aranjng, & the resnng powrs, ar, in propr sesn, obtand so insipiently, so esily & so gradually, that the pupls aperd, amidst thr prsus fests of intrstng, captvatng & usful nolj, to b almost insnbl of fatig r irksom labr.—Lt the comon scols in this, & varius rspets, b radcly & thruly rformd, acording to the planst detats of natur, resn & comon sns, & *one haf of the xpns wud produs at least dubl the profit.*—But I am sorly afrad that it wil nvr b don, til the pepl of this favrd aj & cuntry, by going onwrd in the old stupfyng & vitiatng trak, shl becom so ignrnt, corrupt & degradd, that they nvr wil do it, &, of cors, lose tl r rpublen institutions & privljs, & the enjoymnt of thr sivil librts.

20. A COMPARTV ESTMT OF THE XPNS & PROFIT of the old systm of primry education, & the first mod of this nw systm, ma now b gvn. In the first plas, lt the xpns of tle formr mthods, fr 200 pupls ovr fiv yers of aj, dvidd into four scols, & al kpt at scol durng one haf of ech yer, b justly estmatd. The avrj anual xpns of scol-houss, fuel, boks, & othr materials & utnsls, ma probbly b st at \$180 ;—the bord & tim of the pupls on account of the scol, at 63 snts a wek—\$3076 ;—the wajs & bord of the techrs, avrjng fr mal & femal \$3,50 pr wek—\$364 ; the varius cthr xpns, such as thos of atndng scol metngs, makng & colctng the scol taxes, the tim of varius comites, &c., tho not sverly fit, yt ar somthng, say \$40 ;—finly, to ths itms ad the xpns of xtra scolng at hom & abrod, including the tim of the pupls—calng it \$200 : makng an agrgat of \$3850. Now what is the profit ? With rgard to 50 of ths pupls, I am nethr wild nr alon in asrtng, that it is al ls thn nothng ;—ther is mor damj thn profit. With rgard to 50 othrs, I conclud ther is about an evn balns, nethr profit nr los. With rgard to the othr 100, the nt profit is somthng, tho not wrthy to b compar'd with such varius & grat xpns. In this estmt I find no falt with the techrs, parnts, scol comites, r othr town ofsr ; but only with the natur of the old systm, which, by som stranj mens, cam into xistns & is stil kpt up.—In som scols, I aknolj the avrj profit is gratr.

By this tim, surely, yu must se that som radcly improvd sys-



tim, one costng ls & produsng mor, is loudly dmandd. Whthr the one about to b proposd, is such a one, yu yurslvs must juj. I wil now gv yu somthng of its plan, xpns & profit, as ner the truth as I can from resn & xprmnt.

1. The pupls shud atnd scol one haf of ech da only, which is confirmnt quite long enough at a tim; ther shud b but one clas in a rom at ons, & but one branch of lrng atndd to at a tim.

2. Orl instruction shud b usd most of the tim with propr handeraft.

3. A du dgree of mutual instruction shud b usd; r oldr & mor forwrd scolrs shud by trns b employd, wher mor thn one clas asmdl at a tim, as asistnt techrs. This wud requir no mor xpns to such, thn they wud rsev profit, by rvwng thr formr lrng, & obtanng qualfcation fr profsonl & prinspl techrs.

I wil now estmt the xpns of scolng the sam numbr, the sam tim on this nw systm.—The dmnution of bok xpns wil cansl the additionl xpns of scol-houss & techng, if any ocr. Thrfor, lt al the xpns, xpt fr tim, bord & xtra scolng, b countd the sam as on the old mthod, amountng to \$584. No xtra comn scolng is hre alowd, & non is nedd. Fr it is material in this nw systm, that the comn scol, whthr domste r asosiatd, b mad to acomplsh its intndd objet, a good comn education fr the comn afars & busns of lif, & one far btr thn has bn usul. The tim in scol being rdusd one haf, the xpns of tim & bord wil b rdusd in the sam proportion, & wil b \$1537: the hol being \$2112. Now rkn the profits of the hand labr of al the pupls, on an avrj at 43 snts a wek only, fr the sd trm of haf a yer, r 26 weks, & the result is \$2236,—from which tak the hol xpns of al the pupls fr the sd trm, & the rmandr is \$124;—mor pecuniary profit thn al the xpns; *so that the xpns on the nw systm is so much ls thn nothing.* Ad this to the sum of the xpns of the sam scol, the sam tim on the old mthod, & yu wil prsev the difrns in the xpns to b \$3974;—no smal sum inded to b savd in one yer by a smal town, in the mats of comn scolng! In the one case the xpns of the scolng of ech pupl is \$19,87; & in the othr, ech pupl erns, ovr & abov al xpns, just 62 snts! But this is by no mens al the gan. The pupls wil lrn *mor*, & lrn it *btr* on the nw, thn the old mthod. Bsids, much also wil b savd on the scor of sivilization, morls, hlth, & lif, which mony wil not & canot prehas.

21. SIMPLISTY OF DIET contributs gratly to al the ljtmt &



valubl objcs of etng & drinkng, such as hlth & plsr, comftrt & vigr of body & mind, as wl as to the es of slf-suport. This sub-  
 jet is, on varius acounts, of such vast importns in this systm,  
 that it dsrvs a mor particulr nots thn it has bfor rsevd. In rla-  
 tion to this matr of simplisty of diet, as wl as to hot r warm &  
 stimulatng drinks, & frmntd, alcoholc & intoxcatng liqrs; also  
 in rlation to vry compleatd & sapd cookng, & mny othr thngs  
 in the provns of diettes, mnkind, espshly thos in a stat of opu-  
 lns, howvr pron to erthly good & the plsr of sns—to the enjoy-  
 mnts of voluptuers & epcurs, ar stranjly bgild, mistakn & dludd.  
 I thrfor bg that al wud opn thr ys upn incontrvrtbl facs, &  
 inclin thr er to the vois of xprmnt, *on ths afars*, so grand & im-  
 portnt in vw of the wrld.

Whn I was yung, I hrd a mn, ho enjoyd snstv dlits as wl as  
 any of his flos, emphately sa, whil prtakng of his royl dish  
 of *wl cookd bens & milk*,—The longr I liv on *bens*, the btr I lik  
 thm. His manr, & the sreumstanss, lst no dout that he utrd the  
 truth.—I ons employd a boy to hlp me dig potatos, ho, whn in  
 the busns, xclamd in the simplisty, onsty & eloquns of his hart,  
 —Good, crakd opn potatos in the mornng—O how good!—Whn  
 I was a child of 8 yers, a grl of 9 was takn into our famly from  
 a condition of smi-starvation; & tho she had now a plnty of  
 good, holsom comn fod, yt she wud xprs vast joy & delit whn  
 she found a fair bd of chkbry levs, r the twigs of blak-brch,  
 which she had bn long-acustomd to sek aftr & to use fr rlevng  
 hungr.—A lrnd, wlthy, & emmnt practsng physisan ons sd to  
 me,—Gv me a plnty of good potatos, & I wil nvr starv.—I hrd  
 an eldrly minstr of the Gospl, ho kpt, as it is usualy cald—*As  
 good a tabl as any body*, sa that he nvr enjoyd any fod so wl,  
 whn realy hungry, as a boild cold trnp; & I can sa about the  
 sam, if yu wil put a good boild cold potato with it.

—If yu wish fr a good & profitbl lsn on this subjet, then carfuly  
 nots the rudns, the anml warmth, the vigr, the strong nrv, the  
 cherfulns, & the dlitful gustation of thos childrn ho enjoy a  
 plnty of holsom air & xrsis, ar kpt clen, ar clothd just enough  
 to b both desnt & comftrtbl, hos fod is cars & simpl, barly enough  
 to prvnt the dstrs & wekns of hungr, hos stomes & aptits ar wl  
 prpard fr it bfor it coms, & hos drink is cold watr. Can any  
 pepl, howvr rich & xtravngt, xpet to enjoy thr *fod*, & *drink*, &  
*sleep*, btr thn ths? *I spek as unto the wis.*

I hav myslf, fr the sak of xprmnt, livd tw months almost wholly on corsly ground Indian corn, nethr boltd nr siftd, simply cookd & mixd with milk, & no drink but watr ; & I can, with no misgvngs, deelar that I nvr enjoyd my fod btr, *on al accounts*, in my lif, the I hav xperiensd al kinds of livng r diet, from the tabs of the most opulnt epcurs, down to that of the poorest log-hous pepl in the wildrns, r on the northrn mountns of Nw Hampshir ;—no, not evn in my hlthy groing childhod ; & mor-ovr, *the longr I liv in this wa, the btr I lik it*. And, I ask, is not this resnbl ? Ho can hav good & salutry aptit & gustation, fr a long tim, without the naturl causs, *xrsis & hungr*.—And what finit ajnt can manj a dozn r twnty thngs at ons, so wl as one, tw, r thre ?—r, a too hvy brdn so wl as a liht one ?—*Why then the glands, the teth, the tast, & the stomac ?* Do not the djstv & prgtv powrs of the humn systm ned the corsr & ls nutritv parts of fod, fr propr xpanson & prgation, as wl as the finr, mor dlet & nutritv ?—Hns the ruls, & *the goldn ruls* in diettes :—Bcom hungry bfor yu et.—Do not et too much.—Drink nothng but cold watr.—Lt yur fod b cookd simply, r without much intrmixng of difrnt artels r condimnts, xpt ocasonly a litl salt.—Use only one, r tw, r thre dfrnt artels at a mel.—Use but vry litl fish, r consntratd substanss, r condimnts.—Tak no hot fod, & employ no mens but opn air xrsis & abstnns, to increas r sharpn the aptit.—If yu evr find yurslf possd of an unaturl r canin aptit, satsfy it with vry simpl & unutrisus fod.

In drang tords a clos on this importnt matr, I wil just sa,—I hav from my yuth up to sixty-four yers of aj, trid on myslf mny xprmnts of livng, in al conditions, & in al kinds of busns ; & afr al, I hav com to the results abov laid down. And now as a studnt, at this aj, this yer 1848, I culd, in the sntr of Nw Eng-land, *liv by myslf*, in sumr, without kindlng fir, xpt fr liht, in the bst manr fr myslf, includng fod, drink, lojng & liht, with no mor cost thn *forty-fiv snts a week*. I howvr, ons in a whil, enjoy a wl cookd mel, with othrs, of comn cuntry fod, such as I was acustomd to in erly lif, as a rarty r an xtra fest, as wl, & prob- bly *btr*, thn any one els ; & whn I bord with othrs, I use such fod as they, xeptng warm & xitng drinks, & tw r thre artels of fod, which I canot partak of without serius injry. But gv me a plnty of good & simpl brd, milk, frut & potatoes, & good watr, & I wil nvr ethr starv r complan.



In this conection, fr I kno not of a btr plas, I wil gv som short acount of a mthod to prvnt the brnng of fod in the act of cookng, which I discovrd som yers ago, aftr dsirng it & srchng fr it mny yers.—Lt a covrd boilr b st in a stov r arch, of siz to acomodat the famly. Put within this boilr liht thin cooking utnsls, containng the fod, spratd a litl from sd boilr by a liht & thin irn fram. Whn ovr fir, the boilr shud nvr b long xastd of watr, which chefly prvnts the brnng. Lt the vsls al b covrd as closly as consstnt with the admison of watr & the escap of steam. On this plan, al the danjr in the cas ariss from the unnotsd xastion of watr, & the boiling ovr of liqud fod contand in the interir vsl. Ths tw thngs requir considrbl atntion, whn the het is vry grat. This is a hlpr in the slf-suport of this systm.

22. The menng, in this systm, of the xprson, *Jnrl Education*, is so importnt, & so litl practsd, that I wish hre to enlarj upon it. The wrd *Education* is comnly usd in a vry naro & rstrictd sns, usuly signfyng no mor than the cultivation of the intlet, & som partial aquisition of litratur, siens & the fin arts. But the wrds *Jnrl Education* ar usd by me in this systm to signfy a jnrl prpration fr al the comn & jnrl consrns of ones condition, & varius busns in comn & jnrl subsqunt lif. This includes just atntion to whatvr coms within al the dfrnt dpartmnts & stajs of education, & a subjugation to the varius mens & influens which shl gv drection & xrsis to the dfrnt facults & capastz, & form, fr the mny stations, rlations & conditions of lif, a jnrl caretr fr jnrl usfulns, rspctbilty & hapins, as wl as apropiat qualfcations fr any spsfc station, busns, r profson; r, in othr wrds, *a good sing out*, as far as ma b, *in the countls afars of real comon lif*. The wrds *Librl Education*, in this systm, mean an education that is fre, untramld, & vry xtensv in the varius consrns of mn.

23. Now, if yu ples, in the concluson of this letur, I wil presnt a partculr dscription of A NW SYSTM OF CLOTHNG & LOJNG, dsind fr dsnsy, comfrt, hlth & economy, invntd wholly by myslf fr use in this slf-suportng plan of domstc education.—Lt the evry da busns-clothng of both sxs, xpt that fr the hed & fet, consist of tw garmnts only—namly: 1. *The Undral*, xtndng from the nk ovr the hol srfas, loosly ftd to the trunk, & to the lims as far as the ancls, & a litl belo the elbos,—to b in form somwhat lik a jakt & pantalons fastnd togethr, havng such opn-



ngs fr putng on & off, & othr conveniencs, as shl b found nssry, to b closd wholly r partialy at plsr, by strngs r butns, r othr mens, & havng tw loos drawngs ner r about ech ancl, fr dsnys & conveniencs. Lt this b put off fr lojng. Inded, I think it an err to wear any garmnt both *in* bd & *out* of it, & to wear any niht clos, as they ar cald, xpt the comon bd clos.

Lt the othr garmnt b also loos, a frok fr mals & a tunc fr femals. The frok shud xtnd from the nk (wher shud b a loos colr) to the rists & a litl belo the nes, with propr opngs on the sids tords the botom, with loos singl drawngs just belo the arms & just abov the hips, & dubl ones abov the elbos & at the rists. It shud b prpard to b worn ethr sid in front, & ocasonly to b trnd up out of the wa from the rists tords the elbos.—The tunc shud b formd in just the sam manr, xpt that it shud xtnd to the ancls, without sid opngs. It shud b prpard with sts of hoks & ys, one abov anothr, to ras the botom ons, twis, r thris, fr conveniencs in wakng, runng, jumpng, & any othr sports r busns, r jymnaste xrsiss, that ma requir it. Lt the cloth of ths garmnts b of dark colr,—of cotn r linn fr sumr, & woln, not fuld, nr sherd, nr prsd, fr wintr. Lt the sabth clothng b made in the sam fashon, but of superir qualty. Whn nssry fr cold r storm, lt ther b a loos ovral, r klok, simply made of wol, with apturs fr the arms, r with slevs, to b worn ovr the othr tw garmnts.—Lt as litl hd-drs b worn as wil comport with the jnrl ideas of dsnys; but of whatvr fashon, it shud b liht & airy, *frely lting off the prspration*. The comon custom of lethrn shoes r boots, xpt the sols, not alowng the fre discharj of prspration from the fet, & causng a bad snt, is an evl to b encountrd in physcl education & in comon lif. But in this cold, snowy country, it is prhaps, fr the prsnt, a nssry evl,—an evl, howvr, which shud b rdusd as much as posbl.

As to matrs of lojng, lt the bd-stds r stas b fr singl prsns, & from tw to thre fet wid, & from four to six fet long, made of hard tugh wood; the ravs, r the chef sid & end pess, an inch & a quartr thik & thre inchs wid, & framd & fastnd wl at the cornrs. Ths being covrd insid with canvas, shud b hung to the wals of the wl vntlatd dwlng rooms, at convenient dstncs, one abov the othr, with propr hinjs on one sid, & stapls & long irn hoks on the othr, xtndng from the wal abov. Upon ths bd-stas, lt thr b plasd bds r matrs of sutbl siz, & compactly formd, of

mos, r levs; r straw, r hair, as thin as wil ansr fr comftr. On this lt al nssry clothng b plasd, just enough to prvnt the uncomftrbl chil of cold, & no mor. On one side of the sd bd, & of eëh artel of clothng, lt ther b made strong loop-hols, at propr dstnss apart, to acomodat the bolts of thum-scrws, pasng thro the sd ravs, sd loop-hols, & a thin wodn slat r clasp on the upr sid, that the whol, on the sid nerst the wal ma b frmly fastnd toghtr, & esily spratd, by sd thum-scrws. On going to bd, lt the othr sid of the bd b rasd horizontly, by hokng the sd long irn hoks into the sd stapls. On risng, unhok, & lt the hol hang loosly upon the wal by the sd hinjs, which is al the makng & alrng nssry. Fr marid pepl, I wud recomnd the sam mthods of lojng, xpt that the bds b made widr & strongr. The bnfts of this systm of lojng wud b imns, fr economy, hlth & comftr.

## LECTUR XIII.

### ISOLATD RMARKS—CONTINUD.

24. I wil now la bfor yu som particulars consrning a farm, r plantation, to acomodat a smnry foundd on the chef prinspls of this nw self-suportng systm of jarl & librl education, & the busns asind to ech mal of the aforsd faculty.

About 500 acrs of good fesibl soil wud b a sufisnt suply fr a hundrd pupls, *fiv acrs to ech*. This shud b wl watrd, & aford som watr powr fr such manufacturs as shl b found nssry. It shud b wl proportiond fr varius rquisit productions, & aford conveniencs fr brikmakng. A pntgon in the sntr, of a haf acr, shud b fr the bildngs. From this shud b subtndd, in du ordr, *fiv one acr lots*, one fr ech famly, fr pla grounds & gardns. Subtnng ths, thr shud b fr tilj & moing, *fiv twenty acr lots*, all toghtr formng a complet srel; & subtnng ths, the rmandr of the farm shud b fr pastur & wood-land, & dvidd into fiv dstinct sctions of equl siz.

Lt ther b gron a profuson of esculnt roots, fruts & brdstufs; but nothng fr frmntd r alcohole drinks. Lt ther b kpt a cow fr ech compny of fiv pupls, & a hors fr ech famly—al trand to agreulturl busns; a shep fr ech pupl, & such othr yung & bef stok as shl b found xpdiënt.



The fathr of the senir famly shud hav the hom instruction of his own famly, & the jnrl suprintndns of the hol institution, undr the drection & suprintndns of the bord of trustes. The fathr of the junir famly shud b formn in al the consrns of techng in the smnry, xpt the senirs;—also of the librry & al the othr educationl frntur & apratus. He, togthr with the jnrl suprintndnt, shud b thruly erudit in al the branches to b tat in the smnry. The fathr of the midl famly shud b the formn of al the finansl consrns, includng the busns of buyng & selng, the transport & storj of provisons & othr proprty, togthr with kepng the accounts.—The fathr of the sophomor famly shud b the formn in al matrs of gardng, jymnastics, shop-wrk, hlth, mdsn, srjry, & the physcl education in jnrl. The fathr of the frshmn famly shud hav the manjmnt of al the agrculturl afars & out-of-dor wrk, xpt the gardng.—Al the prnts, both mal & femal, shud b wl frnshd in litratur, siens, the librl arts, & jnrl lrng, & b evr rdy to aid ech othr, by counsl & othrwis, as abilty shd allow & ocason requir. Agrculturl & othr improvmts, fr the bnft of the smnry & the wrld, shud b constntly kpt in vw as importnt objects. The morl education of the smnry, xptng the jnrl suprvison & counsl of the chef fathr of the institution, & the apropriat sabth xrsiss, shud b comitd to the unrmting care & xrtions of the fathr of ech famly, as in comon, enlitnd, vrtuous & rspotbl housholds.

25. Som dscription of sutbl bildngs fr such an estabshmnt, ma now b givn.—i. *The Dwling Hous.*—Lt this xtnd est & wst,—b of tw storis, bsids the basmnt & the atc,—the upr story fr mals & the lor fr femals,—frnshd with movbl chars & dsk, both of convnient construction, elswher mor prticularly describd. The atc shud b for stor rom; & the basmnt—dvidd in the midl est & wst—shud b usd, the southrn haf fr slr, & the northrn fr cookng & etng, & fr the dsk, the rsdns, & somtims prhaps fr the lojng of the parnts. This hous shud b at least twnty-six fet wid,—includng, fr ech story, on ech sid, a portco, of sufisnt width fr walkng & sitng to study in shad & opn air,—which shud xtnd entirly around the bildng, with convenient ralng, gat-was & flits of stars to the ground. The roms in this hous shud b twnty fet squar & eit fet hi; of cors the sctions fr ech famly, (without intrnl mens of comuncation,) must b at least 20 fet long. Ther shud b in the sntr a sction fr public use, & fr the acomodation of vistrs, & prhaps the sik. The wals spratng ths sctions shud b



strong, solid, & imprvius to sound, acomodatd in convenient plass with bloks of wod fr hangng up varius artels, & also with irn bolts pasng thro, with fastnr in the midl, & prpration on both ends to acomodat bd-stas on both sids. Ther shud b trap-dors in the thre upr flors, one drectly ovr the othr, at one end of ech of sd sections, which flors shud othrwis b vry tiht & solid. The trap-dors ar dsind fr pasj of prsns by rops r rop ladders fr jymnastic xrsiss, & mor espssly fr the pasj of varius othr artiels, by rops & pulis, with conveniens fr fastnng thm up r down, & the midl one shud b larj enough whn opn, to alow the sam prsn, rasd as hi as nssry, to *se & comunicat with* the ocupnts of both dwlng roms at ons. Ther shud b an outsid dor, & sufisnt windos & mens of vntlation, on ech sid of the dwlng roms, nxt the portcos, & one outsid dor, larjr & mor substantial, on the sam end of the kitchn as the sd trap-dors, & anothr opost to it, into the slr. The kitchns shud ech contain a cooking stov of sufisnt siz, with funl to b dvidd into tw branches,—one fr cold wthr, to pas thro the sntr of the upr roms, & go out at the rof; the othr to b joind with this ner the flor, ovr the kitchn, & pas horzontly out on the north sid,—ech havng a shet-irn stopr fidd as nerly as posbl to the insid, & hung ner the junction on a smal squar bolt, with gujons xtndng thro ech sid of sd funl, with a thumb-pes on one end, by which it ma b trnd, that ech branch of the funl ma b wholly r partialy opnd r clodd, to gv the hol het, r ls, into ethr branch at plsr. This is a contrivns to sav fuel, & to prvnt any rmovng r chanjng of funl to acomodat both sumr & wintr.—Ther shud b in this rom thre tabls, al tw & a fourth fet wid; tw fr mels, ech eit fet long,—the othr fr cokng consrns & kitchn acomodation, four fet long. Seat-boxs fr sitng, & to contain clothng, r othr thngs, shud xtnd one haf wa around this rom, bilt to the wals, on the end opost the sd dors. It shud b frnshd with about a dozn chars, a sink, & a bd r tw to b hung on the wal, & shlvs abov on the wal, & som hung from the upr flor,—a dsk fr ech of the parnts, & *mens fr fre & plentiful vntlation*. Ech dwlng rom shud b fidd & frnshd fr twlv prsns, xpt thos fr the frshmn famly, which shud b, with thr kitchn, *fr sixteen*,—al to contain the contmplatd numbr of inmat pupls, togthr wih a parnt r techr. Ech inmat shud hav a dsk, to ris & fal to acomodat his hiht, sitng r standng, with certus on ech of the four sids, that the ocupnt ma b wholly r partialy clodd, at the plsr of him-

sl'r teachr. Ther shud b a sistrn in ech famly section, to rsev watr from the evs, rasd hi enough to lt watr into boilers on the kitchen stov. Lt the lowr rom, in the section fr public use, b fr librry, lectur-rom, chapl, & ocasonl lojng; the upr rom fr othr educationl fratur, apratus & curiosts, & ocasonly to acomodat thosik, &c.; & the basmnt & the atc shud b fr storj of public proprty, & fr ablution, &c. The sd chapl shud b acomodatd with seats sufisnt fr al the inmates of the institution, & fr ocasonl vistrs.

2. *The Barn & its aprtnss.*—Ths shud b, in varius rspets, of peculiar construction fr conveniens & economy. Lt ther b, at propr dstns north of the dwlmg-hous, a bildng 32 fet squar, fr stablmg, thrshng & granry belo, & fr gran in thē straw, & fr som ha r othr fodr abov, both to b admittd thro smal dors on the outsids. The width of this bildng is to b the width of an opn area xtndng south, cald the barn-yard. From ech cornr of this bildng, ther shud xtnd south a nssry distns, tw bildngs, 24 fet wid, fr ha abov, & shltr of catl bneth. The undr part is, to a propr hiht fr mn to pas & labr, to b entirly opn, without sil on the insid in conction with the yard, the cornrs being roundd to prvnt injry of catl, & on the outsid & the ends enclosed to the ground. This undr part shud b providd with raks & manjrs, fr fedng the catl thro a naro aprtur from the ha-loft. Ths bildngs, r wings of the barn, ar to rsev ha thro smal dors plasd at propr distnss on the insid abov the opn spas. The yard shud contain a sistrn, r trogh of runng watr, & b inclosd on the south end with a hi brst-wrk & larj dors. This plan of barn-bildng entirly prvnts the nssity of tyng up catl in cold r stormy wthr, & of cors of clenng out thr manur,—tw considrbl itms in tndng thm acordng to Masachusts custom,—*spsl cass xptd*, fr horss, wrkng catl, &c. It also frnshs the most economcl & convenient mthod of fedng catl, savng much in the importnt artel of manur, & mor thn haf the formr & usual labr, & bnftng the catl bsids. The thrshng rom shud b 20 fet squar & 7½ fet hi, plasd at the north-wst cornr of the frst mntiond barn bildng, & contain a sreulr platform, rasd a sutbl distns abov the flor, & made vry rugh on the botom, & ful of craks r fisrs fr ltng out the gran as it is shld, & to rsev the gran from abov in the straw, to b thrshd by a concl mashn of mny lgs plasd in spirll manr, properly graduatd in lngth, to b trnd by horss r oxn, travlmg



within r without sd platform, somewhat lik a brik-mortr mashin. [N. Ther ar so mny lat improvmts fr thrshng & clenng gran, that I do not now sustan this.]—The granry shud subtnd this roon on the north-est cornr, al levng a stabl at the south of 32 by 12 fet, fr horss & othr catl, as ocason shal requir.

3. The *Wod-Hous* shud b plasd on the south sid of the dwlng hous, at propr distns oposit its sntr. It shud b formd convenient fr pasng thro croswis, fr unlodng wod within, & fr cutng & storng a sufisnt quantty of fuel. I sa nothng of hog-sty, fr it is no part of my plan to mak r use pork.

4. Lt the barn-yard, frnshd with liht movbl screens fr zak of dlicasy, b the *nssry plas* fr the mals, & a sutbl bildng to ech famly fr femals.

5. Ther shud b bildngs fitt fr wrkshops, one at ech end of the wod-hous.

6. Ther shud b propr jymnasia fr sportv xrsiss, condusv to hlth & strngth, physel dvlopmnt & efisnsy. Plass dsnt fr bathng the prsn in watr, & rubng & scourng it in sand, wud b vry convenient & usul.

7. Lt ther b a smal chep wind saw-mil, plasd btwn the wod-hous & the dwlng-hous, fr sawng fuel & fr othr uses.

26. Lt it hre b wl undrstod, that the authr of this systm, & of ths lcturs, dos not, fr mny resns, dsin to bcom to any grat xtnt, a practsng techr r educationl suprntndnt; but that he is disposd, as far as abl by evry mens in his powr, to aid & enerj, on som eljbl spot in this cuntry, with propr hlps & patronj, a good & fair modl scol r educationl comunt, as far as ma b on domstc & slf-suportng prinspls,—dvidd into dstinct clases r famls & grads,—manjd & instructd by actng parnts, chosn & drctd by a Bord of Trustes, hos dongs shud b undr the suprvison of a Bord of Vistrs,—both duly incorpratd by Stat authority;—hopng that mny othrs, espaly yungr & mor efisnt pepl, seing the xlns & nsstty of the systm, wil folo up what he has bgun, & xtnd the nolj & influens of it in the wrld,—that his mny studis, labrs & sacrfiss, in advansd lif, ma not b lost to the prsnt & futur jnrations of mn. He, howvr, bsids this, wshs to xtnd in his own lif, to the xtnt of his mens,—espaly among the ls opulnt, ls privljd, & ls improv'd part of his own cuntrymn & othrs—the *nolj* & *practs* of the provisons of the *first mod* of aplyng this systm, dsind to anihlat the xpns, & radcly & gratly to improv



*the comn primry scols*, undr the nam of *famly, dstrect, vilj r sity clases*, r *Stat r Nationl Unvrsts*,—wher orl instruction shl b carid on most r much of the tim, in one clas only at ons, in union with propr productv handcraft. This is with him a grat jnrl objct; but espshly fr the bnfit of the fre pepl of colr in this cuntry, wher they ar alowd to lern.

27. I wil now put down a numbr of artels, which hav no relation tords any prticular systm r mod of education r instruction, but ar importnt in thmslvs, & shud b tat the yung at propr aj & with du care.

1. Al shud be erly tat that ther is, most surely, nothng on the hol gand by *violatng r chetng natur*. The bnvolnt Makr & Ownr of al thngs has so dored, & has garntid the fulfilmnt of his dore by such a plj as the wisdom, justis & stabilty of his thron, that no profit finaly shl, evn in this wrld, b obtand by go-  
ng contry to any establsd prinspl r law of natur, in robng Him, r in robng any of his creturs, rationl r irationl, of what he gav thm, r intndd fr thr sustnns & comftr, & fr the fair, fre, & ful dvlopmnt of thr naturs, facults, & mens of good to thmslvs r othrs. Hns the *impolsy*, as wl as sin, *of not dong to othrs as we wud hav thm do to us*,—*of oblijng our felo creturs to rndr to us involuntry & unrquid srrs*, & of chetng evn brut anmls, espshly the yung. Do not depriv mn, nr womn, nr childrn, nr calvs, nr lambs, nr the yung of any othr domstc anmls, of what natur providd & intndd fr thm. If yu do, natur, wil inevtibly crimnat, & ers, & punsh yu. Thn, if yu wud b wis fr yurslf, lt al the yung hav a plntful suply of *naturs own provison*, in *naturs own wa*. Hns folo a numbr of thngs,—1. Lt al the yung hav al they wil tak of thr own mothrs milk, til ths mothrs, in *the rgulr cors of natur*, & acording to its dictats, shl wean thm. This wenng wud tak plas, among domstc anmls, frst with the swin, nxt with the shep, nxt with neat catl & mankind, &, last of al, with the hors. 2. Lt evry cretur hav al the librti it wil use, & not abus fr its own injry r that of othrs. 3. Evry humn cretur, so soon as capbl of slf-drection & slf-suport, shud b alowd frely to use al the advantjs of his natur & education, fr his own inosnt enjoymnt & usfulns. Thrfor, 4. Al shud b fre, & prepar'd by condition & education, fr onrbl marj & subsqunt cohabitation in famly stat, as erly in lif as natur indicats & inclination rquires. And this is the doctrin of the sacrd scriptures:—As ar-

os in the hands of a mity mn, *so ar the childrn of the yuth.*—Hapy is the mn that hath his quivr ful of thm.—Hre is a matr of grat consrn in this systm of education, which looks to the liht, & the harmonius dictats of NATUR, PROVIDNS & THE BIBL, fr gidns & drection,—the thre consntaneous, chef, & prhaps the only rvlations of God to mn ; & inded it is a matr of much consrn also to our yung, xtensv & groing cuntry, & to the wrld of mnkind.

2. Yuth shud erly b tat, espshly in this fre rpublen cuntry, the fundmntl prinspls of naturl & politcl law. Mnknd wr made fr the sosal stat, al with equal rits,—*one fr al, & al fr one.* This is a plain dictat of natur. Hns al politcl compacts, consttutions, statuts & laws, not conformd to this prinspl, ar rong, & ar not bindng, only by iniquitus fors & powr. Hns the nssry brdns & inconveniencs, as wl as the privljs & enjoymnts, shud, as far as posbl, b equly dstributd in any comunity,—whthr famly, neibrhod, vilj, sity, town, county, stat, nation, r the grat famly of nations. The xpns of al objes of publc utility naturaly com on al, acording to thr abilty, & the dgre of bnfit enjoyd, Hns thos parts of any comunity, which hav the gratr share of nt enjoymnts, shud hlp thos which hav ls. A town in a plain & aluvial cuntry, in which the xpns of roads is but trifling, shud asist the one in an unevn & roky cuntry in makng & reparng its roads, unls thr ar othr peculir brdns fr brijs r somthng els, to produs an equality. The pepl ho liv ner strems, & enjoy the varius naturl advantjs of thm, shud frnsh the publc frely with saf & convenient conveyns ovr thm. It is wholly unjust to tax a mn abrod from a hard, rugh, hily town, wher the roads ar fre, fr pasng a road, r a strem, by brij r fery. Fr he has mor of this kind of brdn thun his shar, to endur at hom. Hns the grat oprson practsd on the pepl of Masachusts & Nw Hampshir, & prhaps of som othr of our northrn Stats, whn travlng to the wst & south. This is a matr not sufisntly rgardd by rits on law, by ljisltrs, Stat r nationl, & corts of chansry r equity.

3. Pupls in passng the varius stajs of education, shud b tat to considr what profson r busns fr lif wud bst sut thr inclnations, thr resn, thr jenius & talnts ; & afr they shl hav fixd thr chois, they shud b tat to improv the varius ocasons & optuntis to aquir noli of thr chosn profson r busns by apropriat inquirs, instructions, dscusions, reang, lecturs, & obsrvation. But afr al, thr



main dpndns shud b on what they obtan in the sosiety & busns of actual & rspecbl practitionrs. This surely is the dictat of resn & comm sns.

I canot but nots hre the stranj absrdty—sanctiond by long usj & by vry hi autherty, evn of protstnt christians, & in enlitnd tims & in enlitnd stats—of bildng, & larjly endowng, a kind of monastris,—of gathrng yuth into thm to obtan a *practcl, profsonl, busns education*, one fr livlihod & usfulns among mnkind, —& of calng mny of the most abl practitionrs from thr own propr sphers of action & emmnt usefulness, to thos profsonl institutions, to tech ther, in cloistr, the mer theory of thr rspecv profsons! How much mor resnbl wud it b fr ths profsonl mn, ths abl practitionrs—lik the carpntr, the smith, the ship-rit, & the navigatr—to tak ths yuths into thr own presines & busns, & ther tech thm, simultaneously, *both the thery & practs of thr profsons*.

In this conction, I wil mntion one thng of considrbl consquens in this peulir aj, vry aplebl to mn of al profsons & dpartmnts in busns,—but espsly to the minstrs of the Gospl,—& one upon which the yung ot to rsev much caution & prntl instruction.—In our das, ther is grat tmtation to spnd far too much tim in esy, liht, mislaneus redng, to the ruinus nglet of profound study in the clasc, sientific & profsonl dpartmnts. Amidst ths tmtations & fasnating alurmnts, ther is nedd a constnt gard. Think of the dluj of most atractv periodcls,—of biogrphs,—of travls,—of voyjs, &c., &c.,—to sa nothng of poetry & wrks of fiction. A prsn mit spnd dubl of his hol tim on ths, & yt not read haf of thm he wud wish! The habt of slctng a propr proportion of this kind of redng, & rejtng al the rst, shud, undr propr gidns, & with du dsertion, b erly comnsd & continu'd thro lif. Fr want of this erly formd & strn habt, al the profsons ar now gratly sufrng.—And yt, from erly childhod, a propr portion of this kind of redng shud b comnsd & continu'd, as wl as a propr proportion of travlng fr obsrvation,—that a just, importnt, & evn nssry nolg of the histry of ones own tims ma b possd. This has now bcom one of the most importnt & dfcult afars to b manjd in educationl & profsonl lif, of which no parnts, educatrs, r techrs, shud b unmindful.

4. Femals shud b so educatd as not to aper in opn sosiety, & in fas of the wrld, to b consus of sxual dstinction, r of liabily to sxual intrecors; *providd, howevr*, that such manrs rsev propr



rspons by the manrs of the mals. I abhor to se a peulir shyns & coyns in femals, r a dsposition to pas an old aquantns r nei-br, r any selo-cretur inded, of the othr sx,—espsly in a cuntry stret r road, *intentionly*, without shoing him any nots r rspect. It seems to me that such femals, at such tims, ar thinkng of nothng els but ilist & bas intrcors, & that they suposd it to b just so with the othr sx;—r that, if they showd thr fass rspectfuly, & rtrnd rspectful motions & wrds, it wud b shong improp'r freedoms & gving improp'r librts.—Lt the femal mind, by a propr education, b elvatd far abov al this, & b prpard to use, with propr modsty & dfrns, as much fredom, in opn publc condition, with mals as with femals, & to hav, & to rspect, *mal* as wl as femal frnds.—A bold, impudnt, obtrusv forwrdns is also, *by al mens*, to b avoidd. Btween ths xtremes, ther is a propr, amiabl, usful & dignfid medium, which shud b erly & thruly tat & invariably practsd; & its xistns & jurl manfstation in sosiety, is a fair indx of its good-bredng, improvmt & rspectbilty.

5. If yu wish pepl to b dlct in thr languj, they shud b erly tat such languj. A good maxm is, & one to b unvrslly folod:—*If yu MUST nam an impur r indlct objct, slct & use as pur & dlct a wrd as posbl.* This is a sntmnt which shud b erly imprsd on the minds & felngs of the yung, both mal & femal.—Almost nothng is mor promnt in the rong r dfrnt education of the prsnt da, thn the dsttution, r non-usj, of a comptnt vocablry of good wrds & phrass, neat & comly, clen & dlct, to xprs ns-sry ideas on indlct & ofnsv, yt nssry & importnt subjes. A consquns is, that such ideas ar not xprsd, nr do such subjes rsev du atention & discuson among the mor vrtuus & rfind, espsly in the education of childrn. Of cors, ethr gros & ruinus ignrus prvals on ths subjes,—som of which ar of vast consquns in humn sosiety,—r the nolj of thm is obtand, by the risng juration, from the vulgr & dgradd, the il-brd & the visus, & that likwis thro the impur chanl of an inderus, cors, dgradng, unsavry & d'morlizng orl vocablry, r dialect, r st of wrds, phrass, symbls, mtaphrs, algors & alusions, vry bad fr childrn to hear. But mny sem much dsposd, *unssrly*, to spek on obsen & ofnsv subjes, & to sho thr bas wit & thr lo bredng in the use of indlct & vulgr wrds. From thr aperns, one mit juj that the mor il-savrd & filthy the wrds, the swetr they tast in thr mouth, & that they card not hes rfind, chast & dlct felngs they mit thus ofnd. This

btras a voluntry dgrdation & menns, most dspebl, dsgrtng & intolrbl, & shud bansh any one from al desnt, vrtuus & resptbl sosiety. Then lt the maxm plasd ner the hd f this artel, b tat by parnts & al techrs, & wl obsrvd by al our childrn & yuth.—This wud fit the der objes of our dep consrn, & our hiest erthly hopes, fr the estem of wl-educatd & valuabl pepl, & gy thm crn-sy in good sosiety.

6. Xtrnl manrs ar of considrbl consquns in our consrns with the wrld. They shud thrfor hold thr dsrvd plas in a systm of jnrl education. I shl now atnd to tw prticulars only—*walkng* & *voel musc*. Al childrn ma, without dansng-scol, r waltzng, r calisthnes, b tat to walk esly & elgntly. Why that afctd sprng of the instp & ancl at evry stp, lik a Cap-Cod-mn, walkng in the fine sand ancl-dep?—& the nek & hd conformng therto? Tl e hol of this mthod of walkng, as nerly as I can rprsnt motions by sounds, rsmbls at evry stp the foloing sylbbs:—*Go-hitch-up*; *go-hitch-up*; *gò-hitch-up*, &c. The want of naturl & grasful xtrnl manrs, or what ma b cald comn clownshns in motion, frnsh the liht-mindd & the dsptd with thr bst argumnt fr dansng-scols, bals, &c. I wish yu to alow thm this argumnt no longr. Obsrv thos who walk naturly, esily & elgntly, among humn r brut anmls, & copy thr xampls, & yu wil walk wl enough without the xpnsv, bgilng & dmorlizng mens I hav just namd.

With rgard to voel musc I hav now not much to sa, xpt what consrns the use & aperns of the mouth & fas in singng. But as I am no practitionr myslf, pardn me if I do mak som blundrs. But to the busns:—Lt the fas b smoth & plasid, & vry xprsv of the sntmnts utrd.—Nvr sing so hi, r so hard as to contract the brow, r dstort the countnns.—Opn the teth & lips as litl as sufisnt utrns wil alow, & nvr lowr the undr jaw, & lip surely, any *mor* thn is nssry. Lt yur orgns howvr b usd frely & naturlly tr ful xprson & enunsiation.—Practs singng fr slf-cretion whil bfor a mirr, & ther nots yur own countnns critely, in al its parts & motions.—But abov al, abstan from evry dgre of lvtly whn in the atmospher of sacrd musc, espsly in the wrshp of the sanctuary.

7. Al shud b erly tat that thr *ma* b, & ofn *ar*, mny matr with rgard to which grat mn & rnownd authrs ar not propr & saf authorits & gids. Mny of thr prsnt opinons ma hav orijnatd in the ignrns & wekns of erly yers,—in prjudss, dlusons, & the



formr habts of thot & action, fr which they can gv no just account,—& in imprsons rsevd from parrts—prhps ignrnt, caprisus & eroneus ones,—from tcehrs & erly asosiats,—from a laughtr r a wepng, &c. ;—al which ma hav found thr wa into ths grat ones without just caus,—hav gron with thr groth, & strngthnd with thr strngth, & ar now dsndd with al thr prsnt vast powr, authorty, art & sophstry. *Thrfor*, not only inquir *what* they think & do ; but *why* ? This nobl, indpdnt spirit & prinspl, proprly carid into practs, wud prvnt much misgidus & err in importnt matrs.

8. A mind consttutd fr *good frm prinspl*, has its own peulir tratations & viss. It is vry liabl to lak in impartialty, candr, & a becomng libralty of sntmnt ; & is pron tords stifns, obstnsy & bigotry.—A mind possd of a vry dlet sns of congruity & propriety, is peulirly xpsd to djnrat into an unamiabl & unnsry prsisus.

9. One thng in sosl manrs I shud nots, & wud crct :—*Much jst'culation in comn convrsation*, & saing *yes, no, & I undrstand*, &c., with motion of the hd, rathr thn with the orgns of spech.

10. Ther is a grat impropriety vry prvlnt, but prhps by long err now fr a tim rathr a nssry one :—Employng *unmarid tcehrs* of ethr sx, to educat & prpar our childrn. of both sxs, fr the dutis, trials & privljs of comn wdd lif.

11. In evry systm, institution, r plas of education, al posbl mens shud b usd with the yung, to prsrv thm from fals conspitions & fals opinons, r errs in jnrl, produsd by ignrns, prjuds, misconstruction, partial r incrcet infrmation, the peulir tones of felng, a frutful r disordrd fansy, r the bias of the hart.

12. Fr the *hlth of studnts*, in conction with othr thngs in a good physcl education, MUCH ATNTION shud b paid to thr diet, in which thr is imperiusly dmandd a radcl & jnrl altration. The nxt thng, (aftr vetoing *glutony*, r etng too much fr the bon & musl xrsis.) which I wud recomid, is—Usng much mor frut & suculnt vjtbls, with milk : al which hav much watr in thm, & of cors bulk in proportion to the nutrmt, & wil throw off the rfus mor by urin thn othrwis. This wud b a captl mens to cure old croncs & prvnt othrs.

13. The felngs of mn, espshy the mor dlet & rfnd, oprat on the hart quikr thn resn, & on the snsorium quikr thn resn r the



*hart.* Hns, the dep & abiding imprsons, imajinations & opinons of childhod, which hav long bn xplodd by resn, wil stil ofn hav a momntry influens on the hart, *r the felngs of the mind.* This *I hav xperiensd*, & do now at 64 yers of aj, on the *sudn aperns* of somthng I had erly considrd OMNUS. Hns also, in the insipient staj of an afrit, the blod in the xtremts bgins to chil, &, (which is the sam thng in the scalp,) the hair *sems* to bgin to ris, bfor the hart, r the resn, r the real crj of the sol, bgins in the least to b movd r afctd. This I hav ofn xperiensd, whn off in som soltry plas in the niht alon, whn I saw r hrd, of a sudn, somthng that semd alarmng. I hns conclud that imprsons on the hart prosed thithr from outwrd parts of the snsorium, by mens of the blod & nrvs, & ofn hav grat & somtims bad efct, bfor the mor slugsh & dlibrt faculty of resn can oprat in the cas. This is a nw itm of som importns in mntrl philosophy.

14. Our languj on mny subjes is xtremly dsint & baren. To xprs our almost infint variety of felngs, intrnl & xtrnl, we hav only the trms, *plsr, pain, hardnes, softnes, smothns, heat, cold, wt, dry, squar, crvd.* Fr the sam variety of tastes, we hav only the wrds, *sweet, biter, ransd, sour, salt*;—of sml, *stink, fragrns*;—of siht, *blak, whit, ylo, blu, rd, brown, gra*;—of herng, *mlo-dy, harmny, jargon.* Ther is difculty in being spsife on any of ths subjes, without srecumlocution, r figrtv & borod languj, & evn with thm. How baren the languj of patholojy with patients. They ar dstitut of trms to xprs to the physisan, thr numrus & prhaps alarmng symtoms & felngs, to gid him justly, prhaps in the only tim fr the hopful adminstration fr cure of the dses, simpl r complx.

How we sufr fr want of dsnt, elvatd & dignfid vrnaculr languj, which any wl-brd pepl wud wish to use, to xprs the anatomy, the oprations, the conditions, the felngs, the dssess, the sufrngs, the tmtations, the vrtuus & visus use, the nssts, the danjrs, &c., of the sxual dpartmnt of the humn systm, dsind by the Creatr fr the mutual propnsons & atractions of the sxs, & the vastly importnt consrns of procreation.—Stil it sems contrry to comn law, to coin a wrd! How much our languj, *espsly the ritng of it*, neds improvmt! Must this so nssry & importnt matr, al b lft to hap-hazrd? Why culd we not, by the agreemnt of authrs, edtrs & pubshrs, hre in this yung & entrprisng nation, *esily*, (if undrtakn proprly,) efct a rfrmation in our languj, *es-*

*psly the xtrnl rprsntation of it, & thus st a NOBL, & prhaps a NW xampl to the wrld, with rspec to what shud b don fr IMPROV-  
MNT IN LANGUJ, as wl as in the consrns of agrcultur, roads,  
transprtation, bildng, &c., to kep pas with the jarl march of  
improvmnt.*

*I wil now clos this cors of thirten Lcturs, with a short apcl  
to the tru frnds of thr cuntrys onr.—*The systm of education  
which has now bn prsntd to yur vw, is not an xotc. It was not  
borod from the ansnts, nr importd from abroad. It is a natv  
plant of our own Amren soil, wher it has bn, durng mor thn six  
yers, opnly cultvatd, trid & provd. Evn in al the embarsmnts  
of infnsy, & in most unpropitious srcumstanss, *its naturl fruts ar  
its glory.* It has endurd smils & frowns, flattery & reproch, sneers  
& scofs, fraud & violns, frost & fire, mobry & kidnapng. The  
most sutl, vigrus, unwrthy & lawls efrts of a hauty & combind  
arstocrsy, of avris & prid, of dluson & prjudis, envy & malis,  
hav, *Hrodlik*, in its infntl wekns, bn combind to dstroy it.—  
Tho it has bn sverly shakn, & mny of its butiful & promsng  
flwrs & unrip fruts torn off, by iniquitus & cruel hands; yt the  
systm stil rmans,—stil to bud & blossom, & bear an abundns of  
most prsus fruts, that shl cher the hart of mny an orphn, & ras  
mny a child of misfortun from ignrus & vis, oprson & wo.—  
Shud it b patronizd & adoptd, it wud produs at hom most valu-  
bl & lasting rsults to our own blovd cuntry, & a foren rnown  
as xtensv as the dwlngs of mn, & as endurng as the blsngs of  
virtu & nolj, librtty & hapins. What then wil wis patriots &  
statsmn do? Wil they nrsh a promsng child of thr own, r a-  
dopt a forenr, r non? Lt ths qustions b ansrd by sobr & en-  
litnd resn, candid & jnrus felngs, & a just & onrbl lov of our  
cuntry.

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[ End of this Cors of Lcturs on a Nw Slf-Suportng Systm of  
Jnrl & Librl Education;—to b solod by a Nw Plan fr a Stat r  
Natiol Univrsity, which is the produs of the forgoing, but a  
dstinct afair from it.]

# AN ESA,

APPLYING THE FORGOING SYSTM, IN ITS CHEF PRINSPLS & PROVISONS,  
TO A JNRL STAT R NATIONAL UNVRSTY, EMBRASNG THE VARIUS D-  
PARTMNTS, BRANCHS & STAJS OF A JNRL, LIBRL & PROFSONL ED-  
UCATION FR BOTH SEXS.

The with of a jnrl education, obtand in propr sesn & in du proportions, formng a carctr fr usfulns, onr & hapns—espsly among a pepl of fre & rpublen prinspls & instiutions—is redly fit, & neds not b told. Such an education is a chef consrn of *al mn*; but mor abundntly so, of parnts fr the good of thr childrn, & of rulrs fr the wl-being of the Stat. It embrass the four foloing dpartmnts:—

1. **PHYSCL EDUCATION**, r that of the body. This has rspct to the corprl systm, not only fr its own sak, but as the habitation & ajnt of the sol,—the medium of its manfstation, of its intrcors with xtrnl objcs, & of its rseving & impartng noli.—This education consists in the improvmt & just aplication of our materil orgns & faculcs, & the use of the apropriat mens fr the groth, hlth, actvty & comftrt of the body,—includng propr atntion to diet, slep, clenlnc, āirng, clothng, & the du xrsis of its powrs in the prformns of duts & the enjoymnt of privljs. Its chef objcs ar, thrfor, to rndr the body a comly, strong, & durbl habitation of the sol, & a saf & cret medium fr shoing itself to othrs, a tru & convenient chanl fr intrcors with xtrnl objcs, & an efisnt hlpr tords its usfulns & hapns.

2. The sccond dpartmnt of a jnrl education, is that of the hart, r **THE FORMATION OF MORL CARCTR**. This implis, frst, the cultivation of the morl sns, such as thos of propriety & impropriety, of onr & shame, of riht & rong; sccondly, obtanng noli of the morl faculcs, felngs & satmnts of mn; thrdly, the formation of good morl prinspls; & finaly, the aplication of ths prinspls to the mny rlations & obligations of lif;—thus completng an xlint carctr, harmonius in al its parts, & rndrd prmnt by the erly formation of good habts.

3. The thrd dpartmnt is the **EDUCATION OF THE INTLCT**, which embrass the enlarjng, strngthnng, dsplinng & drcng the mntl faculcs & capasts; in plntfully storng the mind with varius & valubl ideas; in proprly aranng, djstng & prparng ths mntl



stors fr jnrl, insdntl, & prfsonl use,—espsly fr self-instruction, self-drection, action on emjnss & untrid ocasons, & fr conveyng ths stors to othr minds; & finally, in formng good mntl habts, r thos of industry & actvty, of conctd & xtensv thinkng, of vigrus & impartial invstgation, of bold yt cautius projection & planng, & of cool & dlibrt jujmnt.

4. The fourth dpartmnt of a jnrl education, is that which is justly cald ORNMNTL. This implis mntl tast & imajnation. It is foundd on the intrnl snss of buty & dformty, of harmony & dscord, of congruty & novlty, of sublimty & grandur. It includs the nolj & practs of *the fine & librl arts*; of esy, elegnt & polshd manrs, r such as ar primrly agreabl to humn natur; of the comm. inosnt & desnt fashons of enlitnd sosiety; of plsnt convrsationl acomplshmnts; & also of polit litrtur, cald by the Frnch, *bltr*. Its chf objcs ar,—a vrtuos privt entrtnmnt & recreation, & sosl usfulns & enjoymnt, among elvatd & rfind pepl. It thrfor givs gras & buty, efisnsy & glory, to al the othr dpartmnts of education, & the last drs & finsh to a usful & wrthy carctr.

Al ths sprat dpartmnts of a jnrl education, shud b, in fit proportions, in evry staj of progrs from erly infnsy to manhod, carid onwrd toghtr. This sntmnt ma aper stranj to som, but propr rflection wil undoudtly manfst its corectns.

Aft thus introdusng the jnrl subject, I wil prosed to considr, in propr ordr, *the four distinct stajs* of a jnrl education, bginnng with

### *The Infnt Staj.*

This I shl considr & tret of as xtndng from brth to the aj of fiv yers,—the most ductl & rsipient staj, & of cors the most consquential & importnt, of humn lif. Just as the twig is but the tres inclind. It is howvr sadly ngletd by the pepl in jnrl, & lft almost entirly to acdntl ocurss. It sems to b the chf objet with parnts, durng this moldng aj of thr childrn, to hav thm, acording to old customs, fd & clothd, gardd & entrtd, & rstord whn sik, without ons considrng thm propr subjes of a rgulr systm & daly cors of varius education, carid forwrd by varius propr & efisnt mens. This is a grat & ruinus err, going far tords obstructng the improvmt & elvation of mnkind. This staj, howvr, shud b entirly of domste consrn, in cas parnts can thmslvs pa propr atnction to thr childrn. Whn this is out of thr powr, thr education

shud b, by the parnts, trustd to such rsponsbl & qualfid prsns as ar most likly to prform the parntl duts with the afetion, spirt & fidlty of parnts. This jnrl statmnt, howvr, shud b sujet to tw xptions:—First, the Stat shud frnsh parnts, havng child r childrn at any aj undr fiv, *at cost* to thos ho can prehas, & *without cost* to thos ho canot, with an *Infnt Scol Bok*, prpard as wl as ma b fr its objes, & dpostd with Town Bords of Education, *consisting of tw parts*—1. Plain instructions to parnts, espshly mothrs & othr nrss, rspctng the bst mthods of infnt education, whthr physcl, morl, intlctual, r ornmtl.—2. A complet systm of plain, esy, familir instructions, to b as much as posbl lik propr orl instructions fr childrn, which shud b adminstrd & xpland orly by parnts & thr asistnts, closng with the alphbt.—The second xption is, that the orijal r foste parnts, on prsntng any child, about of sd aj, to the sd Town Bord, educatd physclly, morly, mntly & ornmtly, acording to the instructions to parnts & thr litl childrn, contand in difrnt parts of sd Infnt Scol Bok, shud rsev som premium, r tokn of rspct, as an encrijmnt to propr infnt education. This plan, howvr *novl*, r somthing lik it, must b carid into efct, bfor we can resnibly xpet to se any radel r grat improvmnt of mnkind.

Aft saing ths fw thngs on this Infnt Staj, I must now, fr the prsnt, quit it, & prosed to the second, r

### *Primry Staj of Education.*

Hre, in ordr to sho the grat nssty of a radel improvmnt, I must b alowd to tl a tru, tho unwlcem tal, rspctng our comm scols in jnrl, as they now xist.

As far as I kno, tw only of the sd four dpartmnts of education, howvr importnt the whol, hav evr bn asind to the comm scols; *I mean the mntl & the morl*. The othr tw hav bn lft out of the acount. But evn in the primry staj & branches of ths tw dpartmnts, it is a wl knon fact, & is becomng a fact jnrlly aknojld, that ths scols hav not acomplshd the objes intndd, nr rmunratd the vast xpns incrd, nr justly ernd the prass bstod. Evn the mntl improvmnts, made solly by thr mens, hav not bn a moiety of what they shud hav bn. But in the provns of morls, manrs, & jnrl sivilization, they hav, on a jnrl avrj, don no good, but much evl. They hav causd not a blank merly, but a blot. On the suposition that cret morl sntmnts wr alwas inculcatd &

emplified by the teachers, (which, however, is far from being the fact,) yet the unsivil & vicious schools would have an overbalancing influence.— Evil communications corrupt good manners. The hearts & characters of children, freely associating, do, like different fluids, amalgamate & seek a level. The way of vice is downhill, & its progress easy & rapid. While passing in unwatched & unstranded company, to & from school, at recesses, & intrusions, they practice on each others hearts the native & irresistible eloquence of feeling, propensity & passion. Thus one naughty child demoralizes many. This vitiating tendency of most of our common schools, more than balances all their intellectual profit. Besides, they have stood in the way of the due qualification of parents, the natural rulers & teachers of their own children. Parents have leaned on them, & of course have neglected to increase & apply their own preparations, to instruct their families in literature & science, as they do in other & more essential matters of a primary journal education. I doubt indeed whether these schools have done any more for society, than parents of pure and republican cast would have done without them. At least, they have taken more from good morals & real worth of character, than they have repaid in mental cultivation. They therefore have produced no real net profit. Numerous facts in this case, to which I have been an eye-witness, from respect to your duty, I must not state. They are gross, horrid & appalling. I wish you might know them, but you cannot.

Parents of New England origin, in this day of increasing light & improvement, would, without these schools, have secured to their posterity more valuable nobility—more virtue—more solid worth—more real qualification & preparation for the maintenance, enjoyment & perpetuity of civil liberty & free institutions. I know this is hard doctrine, after considering what objects of expense, of pride & passion, these schools have been. But there is no extenuating ourselves from it. We may now, as well as ever, meet it in all its glorious truth. Unblest, & consequent procrastination, will not diminish the evils. They will doubtless increase till a radical cure be applied.

There are many more bad things in the old system of common schools, which I can now but hint at. They destroy much comfort, health, & even life, as well as the good manners & morals, of our dear & promising children! I could tell you sad stories on all these points, should I attempt it. But I forbear.

These schools confine children, especially the younger, quite too long in a day. This is an immense & prolific evil.—They waste much precious time,—some by travel,—much by unimproving, if not vitiating company,—& more by the necessary interruptions of having, at once, so many



dfrent clases & objes of atntion in one scol-rom, rndrng it a *Babl*, r, rathr, a *Bdlm*? By this mens alon, quite one haf of ech pupls tim is lost,—& that, too, without impl yng any falt in techrs, scolrs, r scol-houss, *but only in the badns of the old systm*. This part of the tim spnt in scol is, howvr, inded *wrs thn lost*: Fr habts of mntl instoilty & dspation,—of incohernt & imtur thinkng, ar aquird, which ar liebl to b carid thro lif.—And ho inded culd xpet it to b othrwis, without a radel altration & improvmt in the intrnl consttution & construction of ths scolrs? It is xtremly dfcult fr prsns of matur aj, (& of cors much mor so fr unstabl childrn,) to fix thr minds on any subject, & prsu it to advantj, amidst so mny dstrctng & confoundng objes. Had I a dsposition to sport within the atmospher of so serius a subject, I culd gv yu a rcord of a larj comn scol durng a singl da, r prhaps an *our* wud be enugh. But by sutbl retrospection, yu al probbly can sufisntly realiz the press of confuson.—Much of the ridicul, bstod by som travlrs on som scolrs in som forn cuntres, yu wud doubtls feel to b justly du to ours.

Ther is, also, *a grat dfsinsy in the quantity of this instruction*. Supos a scol conssts of forty-fiv scolrs, a numbr not far from the jnrl avrj in Nw Englnd; supos also that the hol of the dsgnatd six ours in a da ar spnt in scol, *ther can b but eit minuts dvold xclusvly to ech scolr*; & if the scol conssts of ninty scolrs, but four minuts. Ther ma b, I aknoj, much gand with rspet to tim by judisus clasfcation. But stil, is it truly the dictat of resn, to la out such grat xpns fr so smal an objet? The wl-qualfid mothr, bsids prformng hr hol das wrk, culd gv hr childrn, at hom, *mny tims* this quantity of instruction.—& *that too fre of the wast of tim & morls*, & the mny othr evls of the comn scolrs. What husbndmn wud snd his sons off his farm, at the xpns of a das tim & othr proprty bsids, to rsev *eit minuts*—r evn *eit tims eit*—of instruction at husbndry, whn in fact he culd tech thm as wl r btr, without xpns, at hom, & enjoy thr labr & sosiety bsids?—And what mothr wud tret hr dautrs so in rlation to cookng, swng, r daryng? Why then shud ths parnts do so, r wrs, in rlation to redng, ritng, spelng, arithmtc, r any thng els which they r othr mmbres of thr famly kno, & can tech at hom, from mind, r from practs, r evn from boks?

But *ther is lak of quality*, as wl as quantity of instruction. The natur of the difrent subjes is not, by plain & familir orl xplana-

tions sufisntly unfoldd, nr ar thr dfrnt parts prsntd in conction. Usful nolj is not so transfrd from the mind of the techr to that of the pupl, nr stord awa ther so ordrlly, as it shud b fr futur oseasonl use, nr rndrd duly practel.

Ther is grat & ruinus *want of order* in ths scols, & evr must b, til ther shl b a vry grat chanj in thr vry consttution. It is vain to xpect that a stranjr, & prhaps a vry yung & inxpriensd one also, in the short trm of tn r fften weks, r somtims a fw mor, six r sven ours in a da—the rmandr of the tim, includng the sabths also, being undr dfrnt & prhaps oposit influens—with no mens but wrds & corprl punshmnt, shud b abl to caus from thirty to a hundred childrn & wawrd yuth, comng from som twnty r thirty dfrnt govrmnts, r no govrmnt at al, quietly to rsin thr formr & long establsd customs, felngs & habts, & kindly unite, & continu harmonius, undr this nw techrs nw & prhaps caprisus & tyrancel govrmnt. But shud one techr sucsed, the nxt ho coms into his plas ma st up anothr, & posbly a vry dfrnt govrmnt, & that without any altration fr the btr. Thus, as thngs hav bn, providd ther is no othr dfeulty, this frequent chanj of techrs, & consquntly of govrmnts, wud prvnt any thng lik du ord. Parnts, if they ples, can esly govrn thr own childrn; but ths yung, tmpry, & evr chanjng techrs, canot; & *in prsent srcumstanss ol not to b rquird to do it*. Any govrmnt, that it ma b efisnt & salutry, shud not only b equtbl, but as prmment as posbl, that customs & habts agreng thrt to ma b formd & rman undstrbd. Ofin is the govrnt of a scol, whthr good r bad, rsistd by parnts, r childrn, r both. A stat of warfar of cors ensus, & not unfrequently insult, & somtims evn asalt & batl, ar the dolful rsults. This is an imns evl, & cansls much of the good which mit othrwis b drivd from the comon scols.

Som hav suposd me unfrendly to ths scols. As they hav bn, I aknolj the charj. But lt thm becom so improvd that they wil fulfil the dsins of parnts, patriots & phlanthropsts in the establshtmnt of thm; lt thm balns wl parntl dfeinsy & ngljns—*thr only ljltmt objes*; lt thr profit be equal at least to thr xpns; lt thm, of & by thmslvs, without privt scols, hi scols, slet scols & acadms, produs a good & sufisnt comn education, jurl intljns & vrtu—the chf supports of fre rpublen prinspls & institutions;—& then truly I wil apresiat thm, & aknolj thr wrth, & nrs thm with parntl solistud & fidlty. But lt us not suport a brd to pik

out the ys of librtty, r a vipr to poison hr vry lif-blod. Lt not the glorius tre of librtty b shatrd into tn thousnd shivrs by implmnts formd of its own lims, & usd by strngth drivd from its own fruts. *Lt ther b no librtty*, by any mens, fr ignrns & vis to nok awa the vry pilrs of al tru & dsirbl librtty. To ths sntmnts I am sur yu canot objet.

Ther is manfstly, in som setions of our cuntry, *a jnrl sntmnt* prvalng, that the comn scols ar vry djsnt & incomptnt fr the fulfllmnt of thr orijnl & jnrl dsin. I am sur this canot b dsputd, whn yu considr the vast xpns laid out by thos ho ar abl, among the most enlitnd, fr the education of thr childrn in varius privt institutions, of mny dfrnt kinds, & forms, & grads. This fact speks xitng & unequivocl languj on the subjeti, & shos me to b not entirly wild & eroneus in my vws.

In this aj of maturty & liht, vry mny of our matrs & thngs ned to b ovrhald & fathfully xamnd, with rspect to thr naturs, relations, & adaptation to thr ends. An invstgation sufisntly xtensv & thru, of our educationl afars, wud doutls rvel the nssty & feblns of much chanj & amndmnt. Soon afr brstng from the toms of the dark ajs, they cam from Urop, with our purtanc anstrs, *infntl & unformd*. Amidst the strong prsr of othr consrns, they hav bn kpt so hre, r rathr in a dwarfish stat, as somthng that wud posbly do fr the prsnt. This has bn ocasond by the infnsy of our cuntry, the want of propr liht, the influens of tradition & custom, the egr prsut of othr objes, & mor thn al, prhaps, by the grat & incresng dsproportion btween our librts & our vrtu, our enrjs & our wisdom. Of lat, howvr, the hol sivilizd wrld, includng of cors our yung & entrprisng cuntry, has seemd to b rousd from its slumbr, & thron into a stat of ajtation, inquiry & xprmntng on this momntus subjeti. Can al this b fr nothng? Somthng to elvat & improv our ras, & gratly to blis the nations, wil ultmtly b brot forth. Sonr r latr a grat educationl rform wil doutls b the result. Som brod & jnrl systm, containng radel & vast improvmts with respect to the xtenson of education, to the es & rapidty of its aquisition, to the unittd & unbarasd prsut of its varius dpartmnts, branches & dgres, & to the grat incres of its strlmg wrth,—such a systm inded as our cuntry & the wrld ned & ar ernstly lookng fr, ma ere long b made manfst. But whn? wher? & by hom? such a systm wil b invntd, provd & promulgatd, ar qustions yt to b stld. Ho knos, inded,



but our cuntry ma yt ern & rsev this dstingushd onr ? Afr so mny dscovris & improvmts hav bn made by our sitzns, we ot not alwas herastr, as hertofo, fr evry grat improvmt in education, to dret al our xpectations tords Urop. Posbly som star ma yt aper in the Wst, to enlitr, to gid, to cher, & to bls mnkind.

Any vigrus msrs to crect the errs & suply the dffsnss in our usul mthods of comn education, wud doubtls xit much prjuds, & aper to mny imprudnt & rash. This is alwas to b xpectd from any encrochmnts upon any old systm, r custom, howvr absrd. The jnrl tnidty wlth rgard to any dep probng & thru resrch into the evls in the provns of our education, is inded a sor & blasting calamty. We ar so acustomd to our own faults, that we do not realiz thm as such, & prhaps do evn valu & priz thm, as parts & apndjs of *our own der slvs*. This is a chef & a mity obstruction to evry radel improvmt. But it wud b btr fr us, at ons, to tak rank hold of this matr, & prosecut it with enrjy, & not to b a haf-sntry about the nssry wrk of a yer r tw.

¶ Som mterial & awakngng chanj in the consttution, manjmnt & oprations of our comn seols, wud b vry likly, in itslf, to produs much good. Lt the felngs of non then shudr & shrink at the thot of it. The histry of ajs dolars, that mntl rutin & samns—*foloing the old betn trak*, durng a long cors of yers & jnrations, luls the powrs of the mind, wekns its springs, contracs its oprations, maks it afrad of al untrid thngs, & prvnts entrpris & crj ; of cors, it obstructs al improvmts, & produs astonsng imbsilty & inefisnsy. This is tru mor espsly in rlation to education & rlijon,—matrs which hav no rlation to the evr stimlatng aptits & daly nssts ol mn.

Continuans in any unvaryng cors of srmony r action, hinds mntl opration. Hns, *nssly is the mothr of invention*. Throw the minds evn of childrn & yuth, out of thr old srel, upon thr cwn resorss, & yu imediatly awakn thr enrjs, & driv thm onwrd to action. Chanj materily the mods of jnrl education, of techng & lrngng ; brak up the old comon scol rutin, its customs & fashons ; introdus a nw & mor naturl systm, & yu wil driv awa *mntl, morl, & evn physcl stupidty*.—produs grat jnrl improvmt, & oprat on the risng jnrations lik jenial showrs upon droopng & parchd vjtation. The want of such chanj is doubtls the caus of the imbsilty & dgrdation of the south-estrn Asiatics, in comparasn with Uropeans. Lik causs produs lik efcs. -B not startld, then,

at the idea of a radcl chanj; fr, by itslf alon, undr propr manjment, it wud bring to pas much good. The xtra trubl, then, & xpns of chanj, if any, wud by no mens b lost, but nssrly trmnat in rsults of hi-importns in a good jnrl rpublcn education. Lt this grand asair b, by no mens, litly pasd ovr.

Mny & vry laudbl efrts, both populr & ljslatv, hav of lat, in dfrnt parts of Nw Englnd, bn made to improv the comn scols. But thr good efcs hav bn tmprry, r vry limtd. Non hav bn sutfntly radcl to cure the dep-rootd malds. They hav had consrn only with som xtrnl & litr matrs, whil the core of the evls has rmand untuchd.

Now, in vw of the wants of the wrld, espaly of this yung, enterprisng & groing nation, I shl endevr to xibt a radcly nw systm of comn, jnrl, & evn a librl & profsonl education, formd on the prinspls of natur & the Bibl, & one conformd, so far as wil comport with the chf objcs of rfrmation, to the preconspcions & conveniencs of our sitzns;—one conformd also, in the sam dgrr, to the condition of the Amrcn population, & the jenius of our varius fr & populr institutions.

Hre, then, I la it down as a startng point, & a prlimnry doctrin, r position, *that jnrl education, in the Infnt & Primry stajs at least, is a domstc & parntl busns.* To prov this, I conclud, is no hard task. The famly mthod of education, was the only naturl & orijnl one, & doutls prvald jnrly & long amongst the ansients. It is now practsd in som parts of the wrld; & as far as comn primry education is consrnd, it is found comptnt to al sivil prpos, & peulirly condusv to vrtu & intljns, onr & hapns, in comn, privt, sosl lif. In this conction notis the Iselandrs. No pepl on erth, notwithstanding al the evls of thr soil & climt, ar probbly now enjoyng a gratr dgrr of that hapns, which naturly flos from thr systm of comn jnrl education.

In establsing this doctrin, both natur & resn, xperiens & the Bible, ar harmonius.—What is the vois of natur? Hre I wil ofr a fw qustions to hr dosl childrn, & hr wis & fathful studnts, & thn sally lev thm to thr own rflctions.—Ho can b suposd to hav so much of *the vry frst qualfcation* of a good techr—I men *afctiont & onst zel* fr the improvmt of the pupls—as the lovg & blyvd parnts hav? Ho can so esly & so wl tech what they kno, as parnts, mor prticularly mothrs, from hom the pupls lrnd thr languj, *thr mothr tong*? Ho can so advantajusly employ so

good asistnts in techng, as parnts, ho usuly hav mor r ls of thm at hand, in eldr childrn, r othr domstic inmats, ho ar undr thr immediat inspetion, influens & control? Ho hav so good oprtunts as parnts, to sav the tim of childrn on the Sundas, Sabths, r Lords-das, in the evnngs, & in varius daly intrms of othr busns, & so economely to aply it to the mny dfrnt apropriat branches of education, r jnrl improvmt? Ho can so esly & so constntly look aftr thr childrn, & gard thm agnst evry danjr, comn r educationl, *espssly varius kinds of miseducation*, as parnts, & b so likly to do it afctiontly & fathfuly? Ho can manj to so good advantj the thousnd dfrnt & namls itms in *the firesid education & the tabl talk*? As parnts hav naturly the entir control of thr childrn, & dspns to thm daly thr nssrs, thr comfrts, & thr varius gratfcations, ho can, in any manr, so conveniently, so kindly, & so efectuly dsiplin thm? From hom wil childrn rsev instruction, rstrant & crection, with so much mekns, submison & good tmpr, as from thr own parnts,—tords hom they xrsis strong naturl afctions,—in hos sosiety they hav alwas dwlt,—on hom they dpnd fr thr daly sustnns & plsr,—& hom they constntly recog-niz as thr *bst*, if not thr only frnds, insstntly felng; speking & toiling fr thr bnft? Can stranjrs—inxperiensd yuth abov al, evr hav the aknojld rits, the ful authority, the sobr dscrtion, the nssry promtngs, gids & gards of intrst & naturl afction—the inumrbl conveniencs fr govrnng & techng, fr moldng the caretr of childrn—that parnts hav? But enough of this.

*Xperiens* is no mor silnt on this subjeti, thn natur & resn.—How quikly do vry yung childrn, ho wr born creturs of imitation & of education, catch the zel of thr parnts consrning evry thng within thr comprhnson; & how rapdly & thruly do they lrn evry comn matr in which thr parnts xrsis thmslvs, & which they with spirt tech thm as chf objcs of intrst & sorss of plsr! So it is, & evr wil b, with rlation to the dfrnt branches of litrtur, the arts & sienss, manrs & morls, shud parnts manj with ths as with othr comn mats of intrst.—But ho ar almost alwas the *bst* scolrs in the comn scols? Surely thos ho ar the *bst* taut & dsplind at hom. I wl kno that myslf, & the othr childrn of the sam famly with me, tho rsiding with pepl, evn in thos das, com-partvly ilitrt, did procur mor of our comn scolrshp at hom, *thn at scol*: And this I blev is vry jnrly the vois of xperiens.—Tak from the comn scols al that has bn lrnd at hom, r by privt



instruction, & they wud, in aperns, sufr materily. Hns much of *thr* pras has justly blongd to parnts. The famly scol, afr al the xpns, the pras, & the parad of comn scols, is in fact far the most avalbl. It stil dos, inded, the main part of what is don fr the jnrl & profitbl erly education of our rising ofsprng. Ad a litl mor litrtur, a litl mor sientfc & ornmntl lrng, which culd esly & soon b don, & the domstc scol, *as a comn scol*, wil b almost prfet. The vastly importnt afars of physcl, morl, & busns education, including the hlth, manrs, carctr, habts, & varius othr acomplshmnts fr rspctbl standing in wl-cultvatd sosity—also, econmy, the mny arts & trads fr prsnl suport & usfulns—are now, xpt in som xtrem cass, -entrustd, *as they shud b*, to parnts, as the naturl frnds & gardians, suportrs & gids, techrs & rulrs, of thr own childrn. Tho the grand consrn of good morls, is usually recognisd as an objet of comn schols, & a vastly importnt one also; yt the truth is now, & long has bn, that this matr, so esntial to the safty & wl-being of sosity, is manjd chesly by the combind fors of prntl influns, public sntmnt & comon practs, rather thn by comon scols. Inded sldom, if evr, is an unsivl & visus child relamd by thos scols; but the manrs & morls of mny hav bn gratly injurd by thm. The fact is, that fw smal childrn can atnd thm long without contamination, r without causng vrtuus & dcret parnts additionl trubl as to thr bhavir. Almost any of ths prsus litl smnrs, as they ar somtims cald, at thr resss & intrmisions, ar abl to trn out boys, & somtims evn grls too, sufisntly frnshd with impudns & hardihod to insult & anoy stranjrs as they pas; & sufisntly frnshd with impurty & profans, to ofnd, most grevusly, the er, & oftn evn the y, of dlesy & vrtu.—Thus the vois of xperins is in favr of the domstc scols.

We hav likwis the vois of the Bibl to suport that of natur, resn, & xperins in favr of the domstc scol; its historc & pre-ptv vois. In the fourth chaptr of Jnss, we ar told, that *Jabl was the fathr of such as dwlt in tents, & had cattl*, that is, he *as a fathr* taut his sons, & prhaps othrs with thm, the shprds, occupations & manr of lif.—Ther we ar told also, *that his brother Jubl was the fathr of al such as handld the harp & orgn*; r, that he, *as a fathr*, tat his sons instrumntl musc, & prhaps othrs, hos parnts culd not.—In the sixth of Dutronomy it is ritn; The wrds that I comand thee, shal b in thy hart, & thou

shlt tech thm diljtly unto thy childrn, & shlt talk of thm whn thou sitst in thy hous, whn thou walkst by the wa, whn thou list down, & whn thou risst up. Also in the svnty-eith psalm ; For he establsd a tstmony in Jacob & apointd a law in Israel, which he comandd our fathrs, that they shud mak thm knon to thr childrn, that the jnration to com mit kno thm ; ho shud ariz & delar thm to thr childrn ; *that they mit st thr hop in God ; & not forg't the wrks of God ; but kep his comandmnts*. Solomon the Wis, adrsd the childrn & yuth hom he tat, by the afectiōnt prntl apltions, *My son*, her the instructions of *thy fathr* & frgt not *the law of thy mothr* ; her, ye childrn, the instructions of a fathr ; thus gvng a trat in the ansnt famly scol. —Lmuls mothr was a domstc techr, & that too of a kng ; & we hav one of hr famly scol lsns, prsrvd in the Bibl. Timothy, from a child, *knw the Holy Scriptnrs* ; & he had, as the resn of this, an xlnt mothr & grandmother, as his techrs. In the Bibl also we find *corctiōn*, *chastisng*, & *trannng*, as wl as techng, rquird as parntl duts. Inded, throout, it recogniss govrrng & techng as peculirly parntl busns ; & the domstc scol, & that alon, as the comn scol fr al nssry erly jnrl education.

Now what is the dsison of good comn sns on this subject ?—We find that the comn scols, evn in Nw Englnd, the most favrbl spot in the wrld to try thm, do not, espshly at this da, ansr the dsin of thr insttution ; nr do they, by any mens, rmunrat thr vast xpns. We find that al thr profit lis within the radmnts of litrtur & siens,—only *one* of the four nssry dpartmnts of education ; & that this, at most, is *but a prsus littl*. And evn from this litl, on acount of damj to the physcl, morl, ornmtl & busns dpartmnts, *ther ar hvy & evn overbalnsng drabaks*. Mny long tnd ths scols with litl r no advantj, but on the othr hand, bcom extremely dsgrd with bok lrng, & much prjudsd agnst it, by hr dstrsng confinmt & othr dsagreabls in thr condition at scol ; & also by being oblijd to study subjes & lsns which they do not andrstand, & in which, of cors, they tak no intrst. Som childrn with good mmrs, & much ambition, xitd by varius mens, do truly, parot-lik, lrn much by rote, & ar notsd & aplaudd as brit scols. But xamn thm thruly, & yu wil find that, tho they hav lrnd mny wrds, they hav aquird but fw ideas ; & evn ths ideas ar of litl valu, being thron toghtr in caote mas, dsttut of ordr & unfit fr use. And bsids, aftr al, ths litl mntl stors—so megr, & so

porly aquired & laid up—ar mor thn cansld by postv evls accruing to othr & mor importnt afars in a comm jnrl education.

Astr laing bfor yu this sumry rspctng the comm scols, which hav bn insttuid to suply the dñss of the domstc scols, & astr sncng yu that natur & resn, xperiens & the Bibl, al gv thr vois in favr of the *family scol*, alow me now to xpostulat a litl with intistd & wis mn & womn,—with fathrs & mothrs,—with patriots & statsmn,—with philanthrpsts & cristians,—& apel to thr sound jujmnt & thr humane & bnvolnt felngs, & ask thm seriously, whthr they ar wilng to b at such vast xpns of tim & mony, of comftrt & hlth, & *somtimes evn of lif*, to suport scols which produs so litl evn of litrry profit?—which vitiat & stupfy thr own childrn & thos of thr neibrs & frnds?—whn, at the sam tim, mor thn al this litl profit mit, without the xpns & drabaks, esly b rndrd at hom, by a litl mor care, labr & fidely on the the part of parnts? *Why shud not childrn*, insdntly, & from da to da, in the intrvls of othr busns, undr the instruction & control of thr parnts, gan al nssry rudmntl lrng in the comm & importnt branches of litrtur, art & siens, as wl as in the mor esntial matrs of a jnrl education, which hav a most intmt consrn with the mny rlations, duts, trials & enjoymnts of lif?

*But wher do childrn in fact*, asid from the viss & il-bredng aquired at scol, obtan *the chef substns* of that ed cation which forms thr carctr, & rndrs thm what they finaly becom in lif?—The only tru ansr, on a jnrl scal, is, *at hom*, in thr own family & among thr neibrs & asosiats. Wher ar childrn usuly the safest from vis, & the most liabl to vrtu? *At hom*. Wher wud thr intrmediat & ocasonl manul labrs, fir hlth & profit, b the most convenient & usul? *At hom*, in the famly busns, undr the gidns of thr parnts. Wher can nssry & salutry dsplin b the most conveniently xrsisd, b the least publc, the bst rsevd & the most avalng? *At hom*, surely, by thr own afectioint & blodv parnts, *whom childrn jnrly kno to b thr bst frnds*. Wher can childrn gan the fulst & clerst undrstanding of the subget tat?—*At hom*, by the familir orl instructions & the fre xplanations of the bst qualfid mmbrs of the sam famly, & *in the use of the wl undrstod famly dialect*. Wher ar childrn the safest from insult, & from morl & physel injuris? *At hom*, most surely. *Why*, then, shud not *the hom scol* embras also, among its othr numrus & weity consrns, the rudmnts of litrtur & siens, such as redng,



the menng & etmoloy of wrds, formng sntnss, ritng, splng & arithmtc? Afr ths ar modrtly aquird, any prsns dsposd to lrn, can obtan the nolj of almost any thng els by redng, obsrvation, convrsation, & rflction,—indcd *by self-instruction*. Parnts abl to read, with boks proprly prpard to aid thm in the busns of orl instruction, without prspitbl embarsmnt in thr othr duts & without the mny evls of the comn scols, culd now at hom tech thr childrn a vast deal mor in the comn nssry branches of lrngng, thn is ordnrly lrnd, at the sam tim, in the comn scols. As to hand-ritng, childrn ho ar naturly imtats, ned no techng, xpt in pn-makng. Furnsh thm with al nssry apratus, with good sampls of al our lettrs, both captl & comn, proprly joind in a fw sntnss, & stimlat thm to the propr use of thr own facults, *al which almost any parnts CAN do*, & thn yu ma safly trust the busns to thr own injnuty. Soon wil they b abl to rit thr own thots; &, thus realizng the valu of the art, they wil ned no othr stimulus to improvmt. Just the sam ma b sd of drawing, pantng & othr arts & acomplshmnts. With rgard to arithmtc, mntl & mnual, & bok-kepng, *with sutbl boks*, al ho ar abl to read can instruct thmslvs to any nssry & dsirbl xtnt. The sam is tru also of languj, jeogrpny, histry, & al the othr branches of usful lrngng. As to lrngng r noing the manrs of the wrld, the bst mthod is, to vist & travl with thm, as thr gids & tutors, as much as yu ar abl. But, if ther b found any importnt artick in the primry staj of this intlctul dpartmnt of a jnrl education, which the pupls canot lrn by boks, r any famly hlps; thn lt the sam b don in this as in the othr comn afars of lif; which is, to obtan hlp in the matr, the nerst, the bst, & the chepst yu can. Why thn, I ask with rdubld confidens, shud not *the hom scol* bcom as wl in nam & form, as in fact, *the comn scol*, & as such, rsev al nssry & propr atntion & ljslatv encrjmnt? By this tim it sems yu wil aknolj this doctrin to b sufisntly provd—*That primry education, in evry dpartmnt, is indcd a domstic & prntl busns.*

The scnd prlimnry doctrn is, that sivil govrnmnt *has no ocason r rit* to intrmdl with the educationl afars of famls, *natur's own comn & self-suportng scols*, xpt to provid the nssry fasiltz & se that parnts prform thr *educationl*, as wl as thr *othr provisory* duts, tords thr childrn. If the nssry education fr the onr & bnft of the stat, b obtand, *it matrs not wher, nr how*. Lt al par-

nts ho wil ras up childrn *proprly* fr thmslvs, & fr the stat, njoy prfet librtty in *this*, as in *othr* afars of lif. Lt the thots just thron out b duly considrd by al educatrs, whthr parnts r othrs, & by al patrons of education. Why shud govrnmnt tuch that, which alredy, on the frm prinspls of natur, moralty & rlijon, is knon to b in good hands, & *doing vry wl*? Afr the propr fasiltys & encrjmnts shl hav bn frnshd & the nssry suprvison bn insttutd, govrnmntl consrn & intrferns shud thn ses. What-evr any famls ar abl & dsposd to do fr thmslvs & thr childrn, fr the stat & the nation, *surely yu shud lt thm do*. The rmanng chef duty of govrnmnt then, conssts in lokng up dlinqunt parnts, & causng thm by evry nssry & propr indusmnt, to giv thr childrn a nssry jnrl education *in the primry staj*; which phraz, in this systm of education, is oftn substitutd fr that of *comm scols*, & embrass al the sam ljitmt objes.

Afr laing down the forgong prelmnry obsrvations & doctrins, I wl now becom mor dfnt, & stat & xplan the varius itms in the intgrl consttuton of this peculiar systm of jnrl primry education, & bgin with

### *The Nssry Educationl Authorts of a Stat.*

By ordr of the Ljlsatur, Lt the Xcutv institut a *Bord of Education*, consistng of one sutbl mn from ech county, & one othr mn, proprly qualfid from the stat at larj, to b its scrtry; which Bord shud xrsis the educationl authorty of the stat, in al matrs comitd to it. Lt this Stat Bord institut a County Bord of Education in & fr ech county, includng the sd county mmbr of the Stat Bord. Lt this County Bord resev the charj of the publc r stat educationl afars fr its own county, & apoint sutabl Bords of Education in and fr ech town, one membr at least shud b nomnatd by the Slet Mn, r any convenient town authorty. This Town Bord shud hav charj of the educationl consrns of its town, & rport anually to the sd County Bord, & this to the Stat Bord, & this last to the Ljlsatur, al thngs rquird, & al that ar importnt. Lt ech of ths authorts b amenbl to its comisonng powr, with riht of apel to the nxt hir, if such ther b.

### *The Primry Staj substitud fr Comm Scols.*

This staj of education shud li btwen the ajs of fiv & that of sixteen. I hav hre the misfortun of dsagreing by one yer in the



for limit with the wis & patriotic statesmen & legislators of Massachusetts: but the pleasure, & confidence also of agreeing perfectly, in both limits, with those of the great & enterprising state of New York, who have of late years, paid great & laudable attention to this important subject.—Let this stage be divided into five distinct grades, passing the last of which, should finish the *Primary*, or the *Common School* education, & entitle any one to the *Primary Degree*, hereafter to be noticed.—Let certificates of advancement, from one grade to another, any premium or token of respect for good learning & good behavior, or the *Primary Degree*, be awarded by the Town Board of Education, or a Committee thereof, on due & reasonable examination of moral character, & the result of studies previously specified & required books or subjects.—*Let the book, or books,* (to be more particularly described hereafter,) or, if that best, *the subjects*, prepared & prescribed by state authority, to be learned in the first grade, be finished to the pupils by the Town Board, as near as may be to the time of their becoming five years of age; & afterwards such as become appropriate, on passing examination for the next grade.—Let the Bible be considered a common book for each grade, & the result of it an object of inquiry at each examination.—Let proper opportunities & encouragements be afforded to genius & industry: Therefore, let the way be open at all times for examination with reference to advanced standings, or a premium, or the *Primary Degree*. No matter how soon the five specified grades, are all well passed, & duly acknowledged.

### *The Treatment of Delinquent Parents.*

Let such parents as do not bring forward their children seasonably in the result of the specified & required books, or subjects, or branches of learning, prepared & finished for the different grades, be early & suitably admonished by the said Town Board, & afterwards, if necessary, let them be fined once, or twice, or thrice. Should all this prove ineffectual, let the children of such irremediable, & inexcusably negligent & unfatherly parents, & of those otherwise incompetent, be taken from them, (or together with them, if that best,) as those not finished with the *necessaries of life*, & be put into such families, or other educational institutions, as shall provide for them, & properly educate them; being allowed however to return or to leave, if they or their parents please, immediately after receiving the said *Primary Degree*. This process though trying to the sympathies of human nature, is essential for the rights & well-being of the state.—All educational inducements or coercion, except by parents, should cease in relation to any child, on passing respectively the five grades in this stage.



*The Jnrl Subject of Scol Dstrcts.*

On the Domstc Systm of Education, which mit probbly soon becom the bst posbl, nethr the usul scol-dstres, nr scol-houss, nr techrs, out of the family scol, ar esntialy importnt. *Evry famly is naturs own scol dstrct, & slf-suportng scol*, fr jnrl education in the Infnt & Primry Stajs surely, if not in the Clasic & Profsonl. Evry dwlng of mn, r plas of sosal, busns shud b a scol-hous. Evry prson ho knos any thng valuabl, & can comuncat *with* othrs, r *to* othrs, shud b a techr. Any bok contanng valuabl nolj, espssly the bok of natur, the bok of Dvin Prov dns, the bok of xperiens, & the bok of Dvin Rvlation ; *but mor espssly evry parnt r othr techrs hart & mind & tong*, shud b a scol-bok. Now is not this planly the dictat of natur & the Bi-bl too ?

But if a numbr of parnts, conveniently locatd, chos to hav othr prsons thn thmslvs, thr inmats r neibrs, tech thr childrn srtin spsfid artcils, in a jnrl education, fr subsqunt lif ; then, lt as mny as ar so inclind, (fr we lik to chos our own compny in educationl, as wl as in rlijus, & othr sosal matrs,) unit, fr the prpos of rntng, buyng, r bildng, propr scol rom r roms, & fr employng such techrs as they ples, taxng thmslvs fr ths objcs as shal b most agreabl to the compny, al undr som jnrl law of the stat, adaptd to the cas.—Thus yu se that I wud hav no scol-dstrcts, but thos of the famly, & *the voluntry asosiation*.

*Scol-Houss & thr Aprtnnss.*

At the opnng of this subject, I apriz of thre thngs : 1. I mak grat inovations upon the formr & evn the improvd fasons ; being ld to this fr the prpos of dstroyng som of the most ruinus evls of the comn scols. 2. The plan hre laid down, is dsind to acomodat dstrics, formd acording to old & xisting laws, as wl as thos of the sd voluntry asosiations. 3. Any rom capbl of being proprly litd, warmd, & vntlatd, & is larj enough to acomdat one clas at a tim, whthr it b nomnly a scol-hous, r part of one, a rom in a privt dwlng hous, one fr rlijus wrshp & instruction, any hal, r town-hous, r othr bildng without any spsl r considrbl fitng up, wil ansr al esntial prpos fr any scol. No seats but movbl chars ar nssry. No dsks r tabs fr ritng ar vry importnt, xpt larj slats, hld by the lft hand & arm, which wil tolrbly wl ansr fr a ritng tabl, fr a blak-bord, & fr tmprry

riting & drawing. Hns no vry grat xpns of any sort fr a scol *is absolutely cald fr*.—But if a scol dstrict formd *by law, & by chois*, wish to hav a hous bilt & ftd in the most convenient manr, fr prpos of education alon ; thn lt the foloing sujstions b rgardd :

Such scol-hous shud b of one story ; b locatd in as rtird, plsnt & hlthful a situation as possbl ; b eit fet, r mor at plsr btween flors ; b prtitiond into as mny dstinct roms, as ther ar to b dstinct clases in it at ons, & ech rom b of siz sufisnt to asford *from nin to twlv squar fet of area* to ech prsn of its one clas. Thrfor to acomdat a scol of one hundrd scolrs, at a tim, the hous shud contan from nin to twlv hundrd fet of area, & b shapd on the ground in manr most sutbl fr the dsind numbr of roms.—On the prinspl of orl instruction, most of the tim, with r without propr productv simultaneous handcraft, one techr, r an asistnt, can instruct in one rom, at ons, a clas as larj as can com within convenient dstns fr herng, which is the only nssry limt to the numbr.—The windos shud b short & in plnty at the top of the roms ; proprly prpard fr vntlation, & frnished with crtns on the sid xposd to the sun.—The flors shud b of hard wod, lvl, & plasd frmly on ground rasd by brokn ston, r ppls, cors gravel, r cla, r al toghtr, *that they ma b unsoundng*. The partitions shud b as solid, & imprvius to sound as ma b ; wl prhaps, if bilt of briks & mortr. Ther shud howvr b a naro slid dor in ech prtition, btween the seats of the techr & his asistnts in the dfrnt roms, fr thr use only, containng at top a smal swng windo with a shutr, that the techr & his hlprs ma comuncat with ech othr any momnt, & that the prinspl ma at his plsrs, se, r se & her, al that ma b pasng in any rom, r entr any rom, r without leving his plas, gv instruction to any clas, r, at ons, to the hol scol.—Ther shud b an outsid dor at one end of the garet fr the admison of luel, & a comuncation from sd rom to ech scol-rom, ner the stov r frns.—Ther shud b tw naro outsid dors to ech rom, fr the pasj of one prsn only at a tim, one fr mals, the othr fr femals. Lt the roms b warmd & vntlatd, whn nssry, with warm air from a stov r frns, sunk in the flor, clos by the partition wal btween the roms, r undr, r in it, havng a stop conveyns of xtrnl air, & sndng off the smok by pip r flu, & conveyng heat & frsh warm air by propr conductrs, plasd ethr undr the flor r in the wals, r in the angli btween thm. Ther shud also b pasjs fr col air bsids the windos,

plasd in the outsid wals, ner the flor, to b usd whn nssry, esp-ly in sumr.—Prpration shud b mad ner the seat of ech pupl fr the neat & convenient dpost of xtra clothng.—The evap-ration of clen watr in a scol rom, is an advantj to hlth & com-frit.—It is dsirbl, that ech clas shud b acomdatd ner its rom with a shade r bowr, fr use in vry warm wthr.—I sa nothng of pla, r pla-thngs, r pla-grounds; beas it is no part of this sys-tem to confin childrn long enough at ons in the presincs r atmos-pher of scol, to ned thm. If it wr othrwis, they wud b indspns-bl. Ther is howevr, much xrsis, dvrson & recreation providd in the vry scol busns. If posibl, lt no tw r mor pupls b to-gthr out of the prsns of the techr, r som one of his trusty asist-nts.—Fr the sivlizing influns, & the plstnt asosiations, lt the scol-roms b as clen, elgnt, & agrebl as posbl.—Lt the scol-hous with al its aprtnss, b, durng his ocupnsy, the techrs real r rnt-d proprty, his ofis, his hom, & inded, as far as posbl, his loj-ng & bordng plas.—Or if he hav a famly, which shud jnrly b the cas, lt his dwelng plas, his out bildngs, & his gardns b con-ectd with the scol-hous.—Evry scol-hous shud hav a bl & a klok.

### *Frntur fr Scol Roms.*

The seats shud b movbl chars, proprly variabl in siz, prpard to b esy in the seat, & to suport the lor part of the bak & the elbos. The techr & ech pupl shud b alowd a singl movbl ris-&-fal dsk, suportd by tw brod end supports, conctd at top by a bok-shlf, & belo, by one r tw inclinng fotstols; havng prpra-tion to fasn it with runng cords, r othrwis, at any hiht agreabl to the ocupnt, sing r standng; havng an area of about four r fiv squar fet, being a lil inclind tords the ocupnt, xpt a fw inches on the bak sid to acomodat boks & stationry, avijng about fiv inches in dpth. If agreabl to the authorty of the scol, & the techr, lt ech establishmnt fr a singl scolr, b enclosed with latrl crtns r screens, that, at the plsr of the techr, r of the pupl, the latr ma b, at any tim, partialy r wholly clostd. Such a dsk with its aprtnss, fr ech pupl in the domste, as wl as in the dstret r asosiatd scol, to b his r hr own proprty, sntr of intrst, & hom, wud contribut gratly to the promotion of litrtur, siens, good morls, & hapins in the famly sircel. Mny ours, ech wek, wud probbly b spnt at such dsk, by thr ownrs, wher ar thr



boks, paprs & plstnt thngs, which ours wud b othrwis wastd r wrs. Fr the good of mnkind, I bg of parnts & othrs, that this sujstion mit not b dsrgardd. Evry scol rom shud b suplid with a suitbl library, both fr techr & scolrs, & a cabnt of curioss, & with othr convenient scol apratus. Fr al artcels of frntur the techr shud b mad rsponsbl. Mny resns fr al that is undr this hd, without frthr prticularity, can probbly b esly undrstd & realizd. I thrfor now lev the subjt of scol-houss & thr frntur.

### *The Qualfications & Busns of Profsonl Techrs.*

The frst qualty of a good techr, is lov to the busns of his profson, of cors a lov to childrn & the risng yuth, aprochng tords that of parnts ; r that kind, tndr & strong afction fr thm, which parnts poss, as far as the natur of the cas wil alow. The sccond is good caretr, foundd on corct morl prinspls, *producing good habits of action & a stabl slf govrmt.* The thrd is a good mntr consttution, embrasng much pronns to sosbilty, care & odr. The forth is a thru noli of evry subjt he is rquird to tech ; r such a noli as wil enabl one to tech & xplan it orly in an esy & familir manr, & to ilustrat & xemplify it, as much as is rquisit, to mak it suly undrstd by the pupls ; & also to do it attractvly & in good odr ; & thus to transfus, from txt-bok r mind al the chf matrs of such subjt farly, & odrly, into the mind & hart & sol of the lnrns. This alon is wrthy to b cald techng. Ths qualfications rndr a prsn, as Paul xprses it, "*apt to tech,*" & wrthy of the aprobation, confdns, & rmunrations of a Profsonl Techr.

As to the govrmt of pupls in this Primry Staj, espshly those undr the aj of tu r elvn yers, it is difcult to dsid, mor prticularly in scols not entirly domstc & prntl. But, on the hol, I am, aftr much xperiens, obsrvation, & rflection, rather inclind to the foloing cors :—Lt the Stat provid a Primry Techrs Manul, containng much fr his r hr instruction & gidns as a techr ; & also, som plain fundmntl laws r ruls fr the rgulation of scols, to b plasd in the hands of ech techr, aftr pasng xamination & rseving a srtificat of du qualfeation. Lt techrs stat & xplan ths ruls, use al just efrts to prsuad the pupls to conform to thm, & adminstr propr advis, rprof & admonition ; *but not inflict corporeal punshmnt*, which, as we hav sen, by the dictats of natr

& the Bibl, blongs xclusvly to real r substtutd parnts. Lt techrs promptly rport dsobedient & obstnt childrn to thos ho hav the laful control of thm, & if not rdusd to authorizd scol rgulations, lt thm b xpld by ordr of the sd Town Bord, r a comite throf. Ther has alwas ben grat trubl & alwas wil b, atndng the dlgtion of dsertionry athorty to punsh corprly to any prsns, ho hav not the ful & aknojld prntl care & manjmnt, r control of childrn. This dlgtion, as it is entirly contrry to the ordr of natur & the Bibl, had btr b dscontinud. But, acording to the provisons of this systm, ther wud probbly b sldom any ocason fr this kind of punshmnt, r of any othr inded; the tm-tations & chanss fr wilful dsobediens being almost non at al. The finr & mor elvatd felngs of munkind, endowd with curiosty & made fr education, hav orijny a strong propnsty to nolj, & ar peculirly intrstd with its propr sosial comuncation; mor prticularly whn unitd at the sam tim with esy, plsnt & profitbl handcraft. Kep aliv ths nobl felngs, & my wrd fr it, yu wil scarsly se ocason evn fr rebuk. But in the sacrd & dlet busns of techng & lrng, avoid *at any rate*, al jadng fatig, al want of plsr & intrst, al mntl dspation, dsgust & vacuity, as yu wud the poissn of asps, the pstifrus brez, & the inspiant & unalarmng chil of deth!

### *Formation of Scols undr this Systm.*

Fr the sak of acomdation, I hre la down four dfrnt plans; al of which contain som of the chef advantjs of this systm; the thrd of which, I considr the bst, & the forth the wrst. 1. Lt the pupls of an asosiatd r othr scol-dstret, btwn the ajs of fiv & sixteen, b dividd acording to thr standng in education, into thre dstnct clases; any one being liabl aftrwrd, as ocason shl requir, to b put into anothr clas. Lt the loest clas atnd alon with the techr about tw & a haf ours in the mornng; the nxt hir about thre & a haf ours in the aftrnon, & the hiest about thre & a haf ours, r a litl mor, in the evng; ech clas by itslf alon, to rsev, on only one subjt at ons, *orl instructions*, most of the tim of the sson, in union with propr hand-labr; the rmandr of the sam sson being dvotd to manual lrng, r that requirng the hand, r prhaps also, the stedy atntion of the y, such as redng, ritng, drawing, paintng, musc, &c. Thos not dsposd to othr wrk, ma insted throf, whil rsevng oral instructions, use mens

to improv thr hand ritng, r drawing, r, at lest, tak minuts of sd instructions as they ar gvn. This aranjmnt is fr thos scols which can hav but one scol rom : & the techr neds not complan, fr it wud kep him on duty only about tn ours a da ; no vry long term fr good wajs. The short tim hre asind to ech da, is quite long enough in a da to avoid irksomns & dsgust, thos ruinus evls in the comn scols. And I am fuly contdnt, from both resn & xprmnt, that it wil, ultmtly, produs mor & btr lrng thn the old trm of six ours in a da. It wud also sav the pupls from the chef usul mens of morl corruption. What an imns savng then, both of tim & vrtu ; & what an xpnsv & prnisus err is hre crctd ! The rmandr of the pupls tim, which has ben spnt, to varius & vast damj, in the scol prsn, shud b spnt in labr, lrng, r recreation, r al, undr the drection of thr parnts.

2. Shud any prfr it, lt tw contiguous roms b prpard & the tw loest class atnd in the mornng, ech in its own rom, & tary as long as convenient without intrmison, ress, r too grat fatig ; the techr being alowd, as oftn as ons a month, to slet from the scol an asistnt to tech one of ths clases, ech da durng the tim of its sson, ho wud hav oportuntty to rvw formr studs, & that in the bst<sup>r</sup> manr, also to aquir practcly the importnt & valuabl art of techng, both which advantjs wud b ampl compnsation. Ths class shud, at the propr tim, go hom, silnly & sivly. In the afrnnon the hiest clas shud asmbly with the techr in one of the roms, & without ress, tary as long as xpedient, r agreed upon. R,

3. If mor agreabl, the scol ma b dvidd into four class, the tw loer atndng in the fornnon, and the tw hir in the afrnnon, rquirng an asistnt both parts of the da. On ethr of the tw last namd plans, ther mit b an evnng sson of the eldr scolrs fr music, r othr lrng. Musc, both voel & instrumntl, both sacrd & fstv ; in evry scol & famly, shud by al mens b cultvatd. By rlxng & cherng the mind, and thus banshng fatig from the body, it wud emnntly prpar both fr mor laborius duts. It wud also contribut much to sivilization, rfinmnt of manrs, & morl improvmt. Then, surely, as an artel of comn education it shud rsev much mor atntion & patronj than has bn usul.

But if non of the forgong plans b demd wrthy of adoption, then—4. Lt al the pupls atnd at ons, during the usual six ours in a da, & as mny contiguous roms b providd, as ther shud b



class, & an asistnt fr ech rom, xpt that of the prinspl techr. This plan, tho it embrass som chief advantjs of this systm ovr the comn scols, yt it stl rtans thre of thr grand evls ; namely : 1. The grat & unssry xpns ; 2. The dstrng werns of too long confinmt ; & 3. The vitiating tndncy & efct of intrmisons, resss, & othr optants afordd fr the pupls, without propr supervison, ethr by parnts r techrs, to comingl, to corrupt, & othrwis injr ech othr. Lt ths evls, espaly the tw last, in any nw r improvd systm ef education, by any & al means, as *xtremly* injurius, rsev a rmdy.

### *Propr Mthods of Instruction.*

Lt the techr tak his plas in his rom, with his one clas, al havng thr propr wrk, & comunecat to thm *orly*, to al at ons, in du ord, with r without txt-bok, the sujet in hand ; using ussry mens of ilustration, such as diagrms, maps, &c. ; xplanng evry thng fuly & familrly in cret & intljbl languj, al in a manr as plnt & as intrstng as posbl ; intrsprng mny qustions, to tst the pupls atntion, & thr noli of the sujet ; & encurjng thm to ask mny qustions fr frthr infrmation & xposition. Lt languj, at least the menng & etymolojy of wrds, b erly & abundntly tat, that the lnrns ma hav, whil yung, a convenient rspctel r stor-hous of noli, & a propr medium of comunecatng it to othrs. This erly atntion to languj has ben stranjly ngletd, & to no chop rate ; as tstd by my own dolful xperiens.

Manul lrng shud fr the sak, both of dvrson & improvmt, b ocaonly atndd to, at ech sson of a clas ; such as redng, ritng, drawing, &c. At such tims, the othr manul busns must b laid asid. Lt ech in trn, read a pasj from som bok in the herng & fr the atntion, of the hol clas.—Lt no sntns, phras, r wrd pas without being wl undrstod in rdng, r in any othr xrsis.—Lt the lnrns as they prosed on wrd in thr cors of education, use ther lrng much ; frst, in the xtmpraneus formation of sntnss, cantanng srtm wrds. This produss many good thngs ; but espaly, it tsts thr noli of sd wrds ; scndly, in fre convrsations & dbats ; thrdly, in ritng composition ; forthly, in teching to othrs what they thmslvs kno. This mthod of prosedur with childrn has imns advantjs, which I canot sta now to spsfy.—Musc shud resev som atntion, mor r ls at ech sson of a clas.

*The Scol-Boks that ar nssry undr this Systm.*

Nethr spelng nr redng boks, as such, ned b usd ; any boks, on propr subjes, ansrng evry importnt prpos fr both, with one smal xption howvr with rgard to ech ; as, 1. Ther shud b insrted in the first grad-bok, in this primry staj of lrrng, about 30 lsons, esy & progrsv, fr thos comnsng the art of redng.—2. In the thrd grad-bok in conection with mny othr comn splng-bok matrs, ther shud b plasd a complet catalog of our wrds simlr in sound, but disimlr in orthogrphy & signfication ; also, of thos alik in orthogrphy, but unlik in sound & menng. This xption is ocasond by a vry inconvenient & injurius trat in the caretr of our languj, which in this rspect gratly neds a rfrmation.—N.B. In not makng ths xptions on a formr public ocason, I was inadvrntly in err.

In this staj, no gramr-boks shud b usd xpt short & simpl compnds, dsind chefly not fr pupls, but fr parnts & othr techrs, as aids in orl instructions.—A complet seres of boks fr this primry staj of education, includng a techrs manual, fr his own privt use, al as wl fitt fr the object as posbl, subject howvr to rvision & improvmt, as xperiens & incresng liht ma dictat, one volum r mor fr ech grad, shud b sletd r compild, & frnshd to the County Dpostrs, & by thm to thos of the Towns, by Stat Authority, as cheply to prehasrs as posbl, & gratuitusly to thos unabl to prehas, one copy to ech child capbl of lrrng in any of the fiv Primry Grads. Ths boks shud contan al the nolj, xpt from the Bibl & othr comn sorss, absolutly rquird by sd Stat Authority, & a dscription of the morl sntmnts & caretr rquest fr advansd standng, fr a premium, r a primry dgre.—In addition to the Stat grad-bok r boks, & in conection therwith, othr boks on the sam subject, chosn by parnts r pupls, ma rsev atntion.—Lt othr varius & importnt afars in a good jnrl primry education, bsids the comn litrtur & siens ; I mean such as manrs, the consrns of hlth, the formation of habts, dfrnt meancel arts, husbndry and houswifry, & the mor comn & promnt matrs in our stat & nationl govrnmnts, as far as ma b, & contand in sd seres of primry boks. Al this surely is a dictat of wisdom, & its lak is a grand dfalt in our usual comn education.

Havng now sd what I hav demd nssry on that staj of education cald primry, dsind in this systm to covr the ground of the

old & prvalng comn scols, I now prosed to the nxt staj in a nssry, jnrl, & librl education fr a Stat r a Nation, which is

### *The Clasc Staj.*

This is asind as a substtut fr the formr & usual Acadmc & Colejiat cors, without intrferng with any xistng systms r institutions of lrrng, & to alow the sam to femals. Atntion to al r any of its parts, shud b lft optionl with parnts & thos childrn ho hav obtand the primry dgre. The stat, howvr, shud aford to this staj, fasilts & encrjmnts somewhat as folos:—Lt the County Bord of Education insttut in & fr its own county, a *County Colj*, & in som eljbl spot, provid sutbl rom r roms, fr its librry & othr educationl apratus, fr its dpository of boks fr the four dfrnt stajs of lrrng, fr letur instructions, & fr rgulr publc xamnation; bnt non fr the residns of studnts. This Bord shud appoint propr prsons to letur on srtm spsfid subjes in this & the nxt hir staj, & xamin, at srtm previusly establshd sesns, r on the sd ocasons, r appoint & comison othrs to xamn, pupls of ethr sx, of coret morl carctr, fr advansd standng in this staj, fr a premium, r fr the clasic dgr, as the cas ma b. Also, it shud nomnat to the Stat Bord, (which shud b the privlj also of evry Town Bord,) any boks r subjets thot to b sutbl fr jnrl study in any staj of education.—Lt the Stat Bord dsignat, & frnsh at cost, the boks fr this staj, *to b at som tim, in som plas, & in som manr wl lrrd*, previus to the srtm spsfid xamination fr which they wr dsignatd.

This clasc staj shud b dividd into four dstnct grads, (ech tseving an asinmnt of boks,) about as folos:—*Frst Grad.* Naturl Histry, Jnrl Physiolojy, includng Anatomy, the English Languj, & its varius use & aplication, includng Gramr, Rtrc & Oratry, Ded & Forn Langujs, at the option of the studnts r thos ho hav the control of thm, & the Ornmntl Branchs in jnrl. *Scond Grad.* Sculr & Domstc Economy, as apropiat to ech sx; the Art of comuncatng nolj to othrs, esly & rapdly; the Mathmates in jnrl; a rvisl of Jeogrphy; Cronolojy & Jnrl Histry; Travls & Voyjs, &c.—*Thrd Grad.* The Physcl Sienss in jnrl, includng Jeolojy, Minralojy, Cmstry, the varius branchs contand in comn boks of Naturl Philosopohy, Botany r the Vjtibl Systm, Astronomy, &c.—*Forth Grad.* Intletual & Morl Philosophy, Politel Subjes & Consrns, Jnrl Nolj, Jnrl Critsism, &c.



—Composition on asind & chosn subjects, & Xtmpraneus Spekng; the Study of Mn, of Natur & of the Bibl, with the evdncs of its Dvin Athntisty; Musc, Drawing & Paintng; Travlng, Obsrvation, Periodcl Redng, & Fre Jrnlizng, shud b intrwovn with othr subjes, thro al the thre hir stajs in a jnrl education.—Whnvr any scolrs of good morl carctr, hav, *just whn & wher they plesd, & culd do it the chepst & bst, lrnd wl the boks & subjes asind*, & othrs at plsr, lt thm, on pasng xamnation, rsev as the cas ma b, the grad srtifct, r a premium, r the clascl dgre, whichvr ma hav bcom du, by progrs in lrng & jnrl mrt.—This clascl dgre shud answr fr that of Bachlr of Arts, usuly presntd to young mn, on graduatng from our coljs.

We now com to the hiest & most importnt of al the stajs of education fr the usfulns of individuls, and the hapns of mankind.

### *The Profsonl Staj.*

This shud frnsh a just prpration, in both sxs, fr som chosn, usful, honst & honrbl art, trad, profson r busns, fr an indpdnt livlhod. Tls shud b dsignatd with the propr boks, by the Stat Bord of Education. Whatvr b the chosn profson, *the thery* ma b obtand at any convenient plas; but *the practs*, mor r ls, with som abl practitionr in that prticular employmnt. What a stranj affair inded to snd yuth to b cloistrd in a monstry to lrn practcl busnes! How long shal such an astonshg absrdty prval among a pepl of intljns, & good comn sns!

Aft bcomng qualfid in thr own vw, r that of thr frnds & advisrs, to practis thr profson fr usfulns & a livlhod, on frnshng evdncs of good carctr, & habts of dljns & enrjy, lt canddats in this staj, b thruly xamnd by sd County Bord, r its comison, as to thr thertc & practcl nolj of such profson r busns, &, if found comptnt & wrthy, rsev the profsonl dgre, & b plasd on equl standng with the lrnd tchr, physisan, theolojian, lawyr, oratr & statsmn. This profsonl dgre shud tak the plas of that of Mastr of Arts. This surely wud b tru practcl rpublcnism.

Ther mit b plasd in the powr of the sd Stat Bord, the riht to confr, at thr dcretion, as a gratuty fr jnrl encrjmnt to practitionrs in thr varius calngs, a *hi profsonl dgre*, upon any, becomng emnt fr practsng & techng in thr rspctv profsons r occupa-

tions, which dgre shl ansr fr that of Doctr of Mdsn, Doctr of Dvinty, Doctr of Laws, &c.

The confrng of any Clase, Profssnl, r Hi Profssnl Dgres, shud, vry soon, with the rsdns of the subjes, & thr chef busns fr lif, be publsd in al the nwspaprs, throout the stat.

### *The Important Mats of Xamnations & Awards.*

Lt the propr authorts fr xamnations & awards, meet as ofn as ons in tw months, without any parad of commsmnt r graduation, to xamn thruly & fathfully, such pupls as ma prsnt thmslvs as canddats fr any dgre, r premium, r an advansd standing, r any awards providd, ofrd & mrted by evdns of good caretr & sutbl improvmt. Lt the srtifcts, r diplomas, gvn on such ocasons, spsfy the caretr, the erudition, the jnrl r spsl qualscations fr any of the arts, trads, crafts, ocupations & profssons, demd ourbl & usul in a vrtuus, enlitnd & entrprisng comunity.

In this systm of education, and in this Jnrl Stat Unvrsty, the xamnation fr any awards, if proprly conductd, ar, bsids the naturl lov of noli, comn to mn, the mity fors fr setng & kepng in motion al the parts of this xtensv mashin. They wil produs efisnsy in any staj, r grad, r dpartmnt of education, without rivlship r envy. Lt stat athorty, afr providng propr boks, & othr nedful fasilt, & afr holdng out propr encrjmnts, *se wil to ths xamnations, &, my wrd fr it, the pupls wil se wil to thr lrng.*

### *The Stat shud Encrj the Production & Use of the Propr Boks.*

Efisnt encrjment shud b givn fr slectng, compilng, composng & manufactrng such boks, r seres of boks, as ar nssry fr pupls in any dpartmnts, r stajs, r grads of lrng in the Stat Unvrsty, r in its jnrl systm of education, & also fr the propr use of thm, whn frnshd at cost to thos abl to prehs, & gratuitusly to thos ho ar not.

### *Sndng Childrn Abrod fr Education.*

This practs, as far as posbl, shud brndrd unssry & b avoidd; fr it has brot imns evls, & evn ruin on mny. But if parnts *must* r *wil* stil do this, whthr it b to a Bordng Scol, Acadmy, Colj, r any othr institution of lrng, lt thm plas thr childrn undr the

constnt care, control, & dsplin of such substtutd parnts as ar wrthy of the prsus trust, as ar sufisntly unnicumbrd to fulfil thr constnt charj, & as hav the disposl of thr daly nssrs, comfrts & plsr. Strict adhrns to this rul, wud dry up imns sorss of dspation & ignrns, which hav long prevald in the provns of education, espaly among the wlyth. It wud also, by proprly crbng & rstranng lads in thr wawrd aj, prvnt the formation of mny bad & danjrus grat carctrs to injr & degas a nation. This is a matr to b providd aganst in the bud.

*Hre is Formd & Xibtd the Plan of a Unvrsty Ansrng to the Nam.*

This systm of education fr both sxs, carid into ful opration in its xtensv & jnrl natur; in its four dfrnt dpartmnts; in its thre dstinct & acomodatng mods of aplication, dscribd in anothr letur; in its peculiar provisons fr an esy & hlthful *self-suport*, & fr the enjoymnt of hapns in the aquisition of varius nolj; *in its four dfrnt Stajs*, with thr dfrnt grads, & in its unusul fsilts fr the aquisition & aplication of librl lrrng, wud at ons consttut, in any Stat r Nation a most simpl, complet & efisnt Rpublcn Unvrsty, mor wrthy of the nam than any othr now xistng, & one imperiusly dmandd by the condition of evry Stat in this yung, grat, groing, *Fdrl Rpublic*, & also by that of any othr pepl undr Hevn.

*An Adrs to the Good Sns & Felngs of al consrnd.*

Now in vw of this hol afair, Lt the qustion b put simply, farly, & seriusly to the undrstandngs & harts of Parnts, Patriots, Statsmn, & Phlanthropsts:—Is ther not somthing in this *now*, this purly rpublcn systm of jnrl & librl education, prticularly in its adaptdns to a hi & complet jnrl & librl Femal Education, & to the numrus & hily importnt consrns of comn lif, in its mny good morl indass, in its simplisty & es of xprmnt, & in its kindns to the poor & unfortunat, which recomnds it to jnrl & patient atntion & trial?—Somthing which shud awakn xpectations, & engaj the bnvolus & entrpris of our chef mn, our christian patriots, & al ho hav a just & a nobl rgard to the highst good & the jnrl wlbeing of thr own cuntrymn, & of mn-kind? Lt ful prof b impartialy soht & rsevd;—prof both from resn & xprmnt; & in evry mind, capbl of thru resrch & just



comparsn, ther wil probbly rman no douts of its fesblns & imns utility.—But I hre forwarn yu, that slfshns, an imperius, an oprsiv, & a tyranical spirit, whnevr it obtans powr, atndd by its infatuatd dups & sily menials, *as it has bn*, so it wil *stil* b, its most implacbl & dedly fo.

*The Authrs Acount of his Consrn fr Jarl Improvmnt.*

Aft'r mny yers of dep & painful anxiety, & sver study, & carful xprimnt, in rlation to a primry jnrl education, r that of a hir aim, yu hav hre togthr with the subsqunt isolatd rmarks, the chef rsults. It wud sem arognt fr me to sa, that the hol feld of a comn & a librl rpublen education, has bn fathfuly travrsd, & thruly betn, & al its nooks & cornrs, its thikts & by-plass, as wl as its fair lawns, hav bn critely xamind, & that natur & resn, xperins & the Bibl, hav bn strictly folod. Al this inded, howevr much, has bn onstly, stdly, & prsvernngly amd at. Hre thn, with rgard to a plan fr a comn, populr, & a librl education, fr a fre pepl, my labrs probbly clos. Shud I liv snturs, & by prntl incomptns r ngljns, any scols, in any form *bsids the domstc*, b nssry fr public vrtu, intljns, fredom, safty, & hapns, (which ma God, & the entrpris & fidlty of parnts, prvnt,) I hav no idea, that in rlation to such scols, I culd mak any materil improvmt upon the plan hre unfoldd. And pra, what mor is nedd? It is capbl of makng al, of whatvr condition, *ho ar abl & wilng to labr & lrn*, vry erly in lif too, xtensvly & thruly erudt,—sound practcl phlosphrs,—*efisnt, us-ful, hapy, contntd, busns pepl*. If douts rman, lt thm b dspld by fair & ful xprmnt, & then it wil doutls b the means of unpekbl good, & of the richst blsngs to this nation & to mnkind.

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## ISOLATD RMARKS,

*Apndd to the forgoing Esa.*

1. On sobr & matur obsrvation & rflction, I am fuly convinsd, that evry stat in this nation, is sufrng materialy by ned of educationl rformation & improvmt, & a systm, r institution, which shal b much mor jnrl as to its objcs & subjes,—much mor economcl, librl & thru;—such as wud fit the childrn &

youths of both sexes, & of all conditions, far better for the various relations, duties, business, affairs, trials & enjoyments of life;—such as could be applied & used at home, & nearer it, & in the usual society, occupations, & modes of living. An education of this sort would diffuse new life & enterprise through all classes & conditions in society, in all the trades, professions & employments, in this young & thrifty nation. It would preserve pure & entire all our dear-bought liberties & republican privileges, & conduct them safely downward to future generations. Such an education is desired to be accomplished by the University, whose chief principles have been exhibited, in the Essay referred to, which presents a plan embracing the four stages of education, *the Infancy, the Primery, the Clasp & Professional: & the four departments, Physical, Moral, Intellectual & Ornamental*.

2. Let the pupils of this projected University, which is in fact nothing more or less than a new, economical & reformed State or National Organization for all important & desirable educational purposes, board, lodge, labour, study & learn at their own original homes, & wherever they can to the best advantage for health & economy,—for physical, moral, intellectual, & ornamental improvement; each & all preparing for examination with reference to a higher grade, a premium, & a degree, as fast as they can, according to the courses & books, recommended by the State Board of Education. This would afford many privileges with little expense, & no disadvantages, that I can see.

3. *The signification of the various degrees, conferred by authority of this University.*—The Primary Degree, awarded by the Town Board of Education, should show & declare, that the Primary Stage has been well passed through, & that a good character & a good primary, & common school education, have been acquired;—the Clasp Degree, by the County Board of Education, should signify that a good clasp education in the required branches of literature, the arts & sciences, has been acquired, & a due preparation made for entering on the Professional Stage, & an Apprenticeship for some profession, & proper Occupation for an honorable livelihood, & for usefulness in society; & finally, the Professional Degree, given also by the County Board, signifies that the person receiving it, has become qualified by theoretic & practical knowledge of the business & professional specialties, to enter upon it honourably for himself, & usefully for the world. The High Professional Degree which is out of the common courses, & to be awarded by the State Board of Education, should signify eminence & distinction in the specialties of profession, & business, & a peculiar capacity & success in teaching it to others.



4. I did ons dsgr to gv drawings of dfrnt scol-houss, roms, &c. But so plain is the vrbl dscription in the forgong Esa, that I thot it quite unssry.

Much mit hav bn sd in dfns of evry thng I hav adusd, that is nw, r out of the usual cors, in educationl afars, which fr the sak of brvty, has bn omitd. Afr a propr & nssry introduction, a simpl & consis statmnt of the systm, has bn the chef objet, levng much of the dfns of it, in varius parts, fr a futur busns, shud it bcom rqsit.

5. In ordr to sho yu mor prfctly what I dsign & intnd by a good comn, r primry education, prparng one wl fr comn busns & duts in a rpublen cuntry, I wil now put down a scdul of subjes to resv atntion in the varius grads, of the sd primry staj of a jnrl & librl education, by canddats fr a Primry Dgre.

*Frst Grad.*—1. Rvw by orl comuncation al the subjes in the aforsd infnt-scol-bok.—2. Draw on the slat figurs with strat lins—with curvd lins,—erbs, levs & flowrs,—varius anmls,—any singl figurs,—landscaps, &c.—3. *Naturl Histry.*—*Anmls.*—Man,—his physiolojy & anatomy;—Quadrupds;—Brds:—Rptls;—Fshs;—Inscs.—*Vgtbls.*—Tres & Shrubs,—Hrbs & Flowrs.—4. *Music.*—Vocl, & som Instrumntl, by imitation.—5. Draw the Arabc Figrs, & the Ltrs of the Alphbt,—larj & smal.—6. Lrn the Rudmnts of Numbrs, of Bibl Histry, & mny othr branches of usful nolj.—7. Lt varius kinds of busns, r productv handcraft, rsev atntion

*Secnd Grad.*—Lt Redng, Splng, the Menng & Etmolojy of wrds, & the xtmpraneus composition of short simpl sntnss, contanng srtm wrds alrdy lrnd, rsev atntion, al at ons in conction. Bgn Paintng.—Atnd much to Arithmtc, Jeogrophy, & Histry orly.—Rsev orl instructions in the rudmnts of varius importnt subjes.—Bgn to rit & draw on papr with pnsl & som with ink. *Rvw much.*

*Thrd Grad.*—Mny thngs in the Physcl Sinss shud b tat orly, & simply, & b practcally ilustratd.—Lrn mny thngs in comn splng-boks, omitng the catlogs & tabls & chaptrs of singl wrds, xspt thos simlr in sound & *dsimlr* in orthogrphy & menng, & thos *simlr* in orthogrphy, but *dsimlr* in sound & signfcation. *Rit composition mor r ls evry da.*—Atnd much to the prinspls & pracls of Morls & Manrs, & to the study of the Bibl.—Drawing, Paintng, & Music, & mny othr branches, bfor



bgun, shud b continu'd.—Lt ther b much atntion now, & evr, to the varius consrns of languj & utrns.

*Forth Grad.*—Atnd now to varius consrns of Sculr Busns, apropiat to the dfrnt sxs, espshly Husbndry & Houswifry, *theoretically*, & practely as far as ma b.—Study Ritn Arithmtc ;—Mntl Improvmnt ;—al parts of English Gramr ;—Rtrc ;—Continu mny thngs, & rvw much.

*Fifth & last Grad.*—Continu Arithmtc & som othr importnt branchs.—Lrn Bok-kepng ;—Trigonometry, & Geomtry ;—Study the Stat & Nationl Consttutions of Govrnmt.—Atnd som to simpl & plan Land Msrng.—The Politel Clas-bok & Town Ofsr shud b studid.—Copy rptedly varius forms of instrumnts usd in the transaction of busns, such as Nots, Ordrs, R-sets, Bonds, Deds, &c. &c.,—Red varius boks of jnrl nolj. Finly ; It a pes of Composition, to b xibtd at the Xamnation fr the Primry Dgre, b ritn, givng a jnrl vw of the ground pasd ovr in this Staj of Education, & the use of the dfrnt branchs of lrngng that hav rsevd atntion.

6. *Xtracs from the closng part of a ltr on this systm of education, to a Hily Dstingushd Amrcn Sitzn.*

This systm of education bgins with the first prinspls & jrms of humn sositety, & with no hry, & but vry litl xpns, conducts thm along graduly, & without ssation, in the paths of hlth & sivilzation, of nolj, & of industry & vrtu, of usfulns & hapins, al in plsnt harmony, til they ariv at maturty, ar qualifid to act fr thmslvs, & ar prpard to aper in enlitnd & refind republican sositety, as pepl of good sns, stabilty, & wrth.—It alows childrn, jnrly, to b wher natur, resn & the Bibl hav plasd thm,—*at hom with thr parnts*, & to a propr aj undr thr control. Introdusng the yung erly not only into the atmospher of lrngng ; but also into the productv practs of that lrngng, fits thm to manj & provid fr thmslvs, & fr famls of thr own, som yers erlir thn has bn usual, & ads much to mns strlng lif. Is not this an objc of som valu ? It wud also trn into vrtuus, hlthful & profit-bl practs, the four r fiv yers, which hav by multtuds bn dvotd to mer thery, & *that also jnrly* to vast xpns of hlth, comftr, & morls. This systm gvs oportuntty to the talntd & entrprisng pcor, by use of thr own naturl advantjs & facults to ris to the hiest standing in this fre cuntry.—It rquirs non to wast thr prsus tim, &

hard labrs, in such branches of lrrng as they nethr dsir, nr ned.—It allows non to aquir unplsnt monastic manrs & habts.—It hurs non forwrd too rapdly fr clas compny, r othr objcs. It rtards non by clas tramls, r old colj rutin.—It gvs al the yung, without embarsmnt, the privlj of prsuing thr cors of lrrng & busns onwrd, towrds a complet jnrl education, acording to thr peculir jeniuss, conveniennss, inclinations, & objcs.—It allows propr chanj & variety fr yung minds. Non ar confind so long to any busns, plas, r thng as to rndr it unplsnt, irksom, r disgustng.—It educats at ons *the hol man r womn*, as a physcl, morl, intlectul & snstv being.

As it is jnrl in its objcs & aplcation, it forms a justly proportiond & harmonius carctr.—It educats *the hol mas of sosity*, as wl as the hol mn,—*the poor*, as wl as the rich.—It acomodats itself to al the vast variety of faculsts & dspositions, & fits ech fr som kind of productv, usul, & onrbl employmnt. It is thirfor purly rpublen, & wud prmntly secur to us the enjoymnt of just librtty & ordr, pes, & plnty, & a wis, impartial & enrjte govrmt. Lt it hav fre cors, & it wud soon bansh from the wrld, ignrns & vis, tyranny & war, & xtnd pur sivil & christian librtty thruout the wrld. It gvs no st r clas of mn undu advantg ovr anothr, & dgrads & oprss non. It crowds out of plas, nethr rlijon, nr the Bibl; but givs thm fre use & influns; not fr partial & setarian prposs; but to fit mn to b usul & onrbl hre, & holy & hapy heraftr.

This systm of education is vry simpl, & esly put in opration, r rlinquishd at plsur, in any famly, neibrhod, r vilj; of cors it is fre of thos inconveniennss, obstructions & xposur to los, which atnd mny nw projcs, & dtr the cautius from engagng in thm. Simplisty, economy, fredom from hazrd, in aplyng any nw scem to its propr use & ends, ar vry material for jnrl improvmt in any humn consrns. Ths, thirfor, hav hre rsevd grat & du atntion.

This systm is probbly capbl of shoing the wrld the utr nedlss of any grat prad & xpns in acquiring litrtur, siens, & the fin & librl arts, sutbl fr any condition, profson, r ocupation in lif.

# REMARKS

*On the Conn Alphbt, & the old Signs of the Forty Important Primry Sounds in the English Languj, togthr with the difrnt discovrd Mthods of xprsnng thm.*

NOTE 1. Undr the numbr of ech sound, I shl gv the most apropriat sign, & then the othr & irregulr signs by soundd ltrs, r such as canot b fuly asrtand to b silnt.—2. In putng down the varius old mods of rprsntng our sounds, I somtims employ tw, & evn thre ltrs fr the tru xprson of the sound, whn it is doutful which ltr gvs it, r whthr both, r al unitd gv it ; as *ou* in soup, *éau* in beau, *ea* in heart, *ssi* in passion, *gg* in craggy, *sc* in sciens.—3. In prsntng the difrnt mthods of xprsnng the sam sound, I tak but fw nams of individuals, & ths such as ar ofn usd & wl knon ;—& no wrds but purly English, r such as hav becom fuly Anglsizd ; tho som aper in thr ansnt r form mods of splng.—4. The wrds *cognat* & *corlrv* signfy thos pars of sounds r thr ltrs, ech of which is the nerst lik the othr, & rquires the orgns of spech to b put in simlr manr to pronouns it, as, *p—b*, *k—g*, *t—d*.—5. Som thngs hre wr sujstd ner the bginng of this bok, in techng the alphbt.—I now gv the sounds in du ord, numrcly. I also gv the r ltrs by which I xprs ths sounds in my *nw* r *rformd* alphbt :

**a** 1. This sound is that of *a* in mate. It is also xprsd by *ay* in say ; *ai* in strait ; *ea* in great ; the first *e* in ne'er : *ei* in eit ; *ey* in they ; *i* in posibly ; *y* in analyss. This sound has of cors eit irregulr mods of xprson.

**a** 2. The sccond sound is that of *a* in part. This has also thre irregulr mthods of xprson ; as, *aa* in baa ; *e* in sergent ; & *ea* in heart.

**a** 3. This is the sound of *a* in hall. Ther ar tw othr mthods of xprsnng it ; as, *o* in storm ; *oa* in broad.

**A** 4. This is xprsd by *a* as in hat, hare ; also, by *e* in ther ; *aa* in Aaron ; *ei* in heir, (an inhrtr.)

**n** 5. *A* as in ah ! aha ! haha, sirrah, Elah, last, fast, past ; also, by *o* in now. This is *a* as in part, shortnd about one haf ; r is the short corlrv of *a* in part.—The difrnt mthods of xprsnng the sounds of *a*, the fiv rgulr, & the irregulr, ar 22.—It is also usd as a substtut fr the rgulr sounds of othr vowl, espaly *o* as in not. It is vry frequently silnt, & then it is ofn employd to sho that the *e* r the *o* plasd imediatly bfor it, is long, as in treat, bloat. It is the only vowl in our languj usd *wholy* as such ; al the othrs being somtims usd as consonnts.



**b** 6. This sound is that of *b* in babe; also *p* in cupbrd; *bb* in cobbl. It is the loos, r cpn, r voel cognat of *p*, & is alwas silnt afr *m* in the sam sylbl. It has thre mthods of xprsnng its sound.—*C* rprnts no one of our primry sounds, only as an unsrry substtut fr othr ltrs, as yu wil se in the propr plass. It is usually silnt bfor *k*, & ofn in othr conditions. It is a grat misfortun that it is usd, so abundntly, in our lānguj.

**d** 7. This is the sound of *d* in did. It is xprsd also by *dd* in ad-dr. It is the flat r loos corlty of *t*, & is silnt in som fw wrds.—Its mthods of xprsn ar tw.

**e** 8. This is the sound of long *e* as in mete. It is also xprsd by *ee* in feet; *ei* in seiz; *a* in quay, (kee, a wharf;) *i* in shir; *ea* in seat; *ie* in siej; *æ* in ægis; *æ* in æsophagus; *ia* in parlamnt.—Ther ar tn difrnt was of xprsnng this sound.

**ē** 9. This is the sound of short *e* as in pet. It is also rprsnd by *ea* in dread; *ei* in heifr; *a* in any; *æ* in diærss; *ai* in said; *y* in many; *i* in equity; *ay* in says; *ie* in friend; *u* in bury; *ey* in valey; *ue* in gues; *æ* in asafœtēda. Ther ar fortē difrnt mthods of xprsnng this sound. Of cors al the dfnt mthods of xprsnng the tw sounds of *e* ar twnty-for. This ltr is frequently silnt, & in such cas, it is ofn put at the end of a sylabl to sho that it is long, cald *e* finl, as in mete, late, bite, duke, note, prove, & is ofn dubld in a sylabl fr the sam prpos, as in street, feet. It is sonatims usd fr *y* whn it is a consonat, as in ewe, ewer; & fr *y* consonnt & short *e* toghthr, as in vinet.

**f** 10. This is the sound of *f* as in fife. It is also xprsd by *ff* in stiff; *ph* in phlm; *pph* in sapphir; *gh* in cogh. It has fiv difrnt mthods of xprsn,—is the clos r sharp cognat of *v*, & is nvr silnt. It is a labial & an asprt.

**g** 11. This is the sound of *g* in go. It is also xprsd by *gg* in goggls. It is usually found bfor *a*, *o*, *u*, *l* & *r*, & at the end of sylbls, & somtims bfor *e*, *i* & *y*, as in get, gig, foggy. It is silnt bfor *m* & *n* in the sam sylabl, & ofn in conction with *h*, as in light, though. It is the loos r flat cognat of *k*. It has tw mthods of xprsn.—*G* soft, as in gem, is of no use, only as a vry comn & a vry vxatius substtut fr *j*, to which it *shud* alwas gv plas.

**h** 12. This is the sound of *h* in hot, what. It is the strongest asprt, & its sound is alwas initial, r usd bfor the sylabc voel. It *shud* b cald *he*. It is formd by a sudn, clos, & strong xpration of air, strikng on the foloing voel. *H* is not misplasd, as som sa, afr *w* in whn. It dos not with *w* form a dstinct r inseprbl primry sound, altho they esly & strongly unite. It is ofn silnt, & alwas whn plasd

aftr the sylabc vowl ; r rathr, it ther rprsnts an implid asprt. & of cors is of no use, as in sirrah, Mrbah. It has but one mthod of xprson.

**y** 13. This is the sound of *i* in pine, & also of *y* in try. It is an insprbl dipthong, formd of its own peculiar sound trmnatng alwas on a liht sound of short *i*. Its sound of cors is primry, but not simpl. Sem form it of a liht sound of short *o* & short *i*,—othrs of *a* as in fast & short *i*,—& som wil evn put a liht sound of short *i* ech sid of the peculiar sound of long *i*, as in the wrd kind. But I think al thre er in thr pronunsiation. This sound justly has but tw mthods of xprson.

**3** 14. This is the sound of *i* in pin. It is also xprsd by *ie* in siev ; *ei* in forfeit ; *a* in curag ; *ai* in srtain ; *e* in prety ; *ee* in been ; *o* in womn ; *ia* in mariaj ; *y* in lynx ; *u* in busy ; *ui* in build ; *eo* in pigeon ; *oi* in connoisur ;—forten difrnt mthods of xprson ; & of cors sixteen fr both the sounds of *i*. This ltr is ofn a consonnt, & bfor a vowl ansrs fr *y* consonnt, as in filial, clothier.—It is sldom silnt, xpt aftr long *a* & long *u*, & bfor long *e*.

**J** 15. This is the sound of *j* in just, embrasng voel g. It is also xprsd by *g* in ginger ; *gg* in suggest ; *dg* in edge ; *di* in soldier ; *d* in gradual. It is an inseprbl consonnt-dipthong, formd of a liht sound of *d* & *y* consonnt. It is the voel cognat of *ch* as in church.—It has six difrnt mthods of xprson.

**k** 16. This is the sound r powr of *k* in strike. It is also xprsd by *c* in cat ; *ch* in chord ; *cc* in succor ; *ck* in kick ; *q* in quit ; *gh* in hough ; *x* in excel. It is the clos & sharp cognat of *g* in go. It is silnt bfor *n*. Like *ch*, *p* & *t*, it is at the bginng of sylabls a pur mut ; but, lik thm, not quite pur at the end of wrds, r imediatly bfor any ssation of vois. It has eit difrnt mthods of xprson.

**l** 17. This is the sound of *l* in lily, & *ll* in lull. It is a haf r semi-vowl, r a sub-vowl. It ofn mks a sylabl by itslf, & then it is a hol vowl, as in littl, subtl. It is ofn silnt, & has but tw mthods of xprson.

**m** 18. This is the sound of *m* in mimic, & of *mm* in hammer. It has but tw mthods of xprson. It is a semi-vowl, & formd by the lips & nose. Its sound is thrfor both labial & nasl. Whn it mks a sylabl by itslf, it is then a vowl, as in spasm. It is silnt bfor *n* at the bginng of a sylbl.

**n** 19. This is the sound of *n*, a sub-vowl & strong nasl, as in nun ; & is somtims a vowl, as in evn, drivn. It is also xprsd by *nn*, as in tanner ; & by *m*, as in comptroller. It has thre mthods of xprson, & is silnt in kiln, & aftr *m* in the sam sylabl, as in damn, contemn hymn.

**O** 20. This is the sound of *o* in note. It is also xprsd by *oo* in floor ; *au* in hauboy ; *eau* in beau ; *ew* in sew. It has fiv mthods of xprson.

**S** 21. This is the sound of *o* in prove. It is also rprsntd by *oo* in soon ; *u* in true, rule ; *ou* in soup ; *oeu* in manoeuvre ; *w* in re-new ; *wo* in two. It has svn mthods of xprson.

**U** 22. This is the sound of *o* as in not. It is also xprsd by *a* in watch ; & by the frst *e* in envelope (a covr.) This has, by stranj err, bn compoundd with *a* in part, & *a* in ah ! fast. It is the short corltv of *a* as in hall. It has thre mods of xprson.

**H** 23. This is the sound of *o* in spokn, oh ! throat. It is the short corltv of *o* as in note. It has but one mod of xprson.

**V** 24. This is the sound of *o* in wolf. It is also xprsd by *oo* in book ; *u* in full ; *ou* in should ; *w* in now. It is the short cognat of *o* as in prove. It is xprsd by fiv dfrnt mthods.—*O* in one is a sp-rbl conosnnt-vowl diphthong formd of the sounds of *w* whn a conso-nnt, & the vowl *u* as in run, just as tho it wr ritn *wun*. This is the resn why *a* rathr thn *an* shud b put bfor it. *O* in choir is a conso-nnt, & a substtut fr *u* r *w* a conso-nnt. Al the dfrnt mthods of xprsnng the fiv sounds of *o* ar twnty-one. It is ofn silnt.

**P** 25. This is the sound of *p* as in pipe. It is also xprsd by *pp* in trapper ; *gh* in hiccough ; *lf* in halfpenny. It is formd by the lips ; is the clos r sharp cognat of *b* ; is such a mut as *k* ; & is fre-quently silnt. It has four mthods of xprson.

**Q**. This ltr is of no use, xpt as *that* substtut fr *k* which is *alwas* folod by *u* as a substtut fr *w* conso-nnt, & is nvr silnt.

**R** 26. This is the sound of *r* in round, poor, metre, rare. It is xprsd also by *rr* in current ; *ur* in bur ; *er* in terse ; *ir* in sir ; *ar* in polar ; *or* in honor ; *olo* in colonel ; *ro* in iron. It is a frst-rate semi-vowl, & an insprbl vowl-conso-nnt diphthong, formd of its own peulir sound, which is long & voel, presedd alwas by ls r mor of the sound of *u* as in spur. It ofn forms a liht sylabl, & is then a real ful vowl, as in our, flour. It has nin dfrnt forms of xprson.

**S** 27. This is the sound of *s* in sense. It is also xprsd by *ss* in hiss ; *c* in peace ; the scnd *z* in mezzotinto ; *sc* in science. It is the sharp cognat of *z*,—has fiv mthods of xprson, & is vry sldm silnt.

**T** 28. This is the powr r signfcation of *t* in trot. It is xprsd also by *d* in chopd ; *tt* in spatter ; frst *z* in mezzotinto. It is such a mut as *k* & *p*, & is the vry clos cognat of *d*. It is somtims silnt, & becomng oftnr so, espshly in conction with *f* & *s*, & bfor *ch*. It is



vry ofn usd as a substtut fr othr ltrs, & has four mthods of xprsnng its menng.

**U** 29. This numbr stands fr the sound of *u* long, as in June, use. It is also rprsntd by *w* as in few; *eo* in feodal; *ew* in ewe; *yu* in yule, your. It is vry ofn, espshly at the bginng of sylbls, a sprbl consnnt-vowl dipthong, formd of itslf presedd by the sound of *y* consnnt, as in union. In this cas it has *a*, not *an*, bfor it, & shud alwas b presedd by *y*.—In its own peulir natur, it is an insprbl dipthong formd of a liht sound of *i* in pin & *o* in wolf, as in the wrds ju'ice, jury. Its sound is ritn in fiv dfrnt was.

**Θ** 30. This numbr rprsnts the sound of *u* short, as in but, fur. It is also xprsd by *e* in her; *i* in mirth; *o* in done; frst *a* in exhilarate; *ah* in Jonah; *ai* in Britain; *ia* in elysian; *aa* in Isaac; *ei* foreign; *eo* in sturgeon; *oo* in flood; *oa* in starboard; *io* in region; *oe* in does; *ou* in young; *iou* in consious; *y* in satyr; the frst sound of *r* in our; of *m* in spasm; *ie* in grazier; *ea* in pearl; *eu* in meseurs; *ue* in guerdon; the frst *oi* in avoirdupois: twnty-fiv mthods! This is an esy & simpl sound, & much usd.—*U* is nvr silnt, is ofn a consnnt, & then it is a substtut fr *w* consnnt. It has as a vowl, thrty dfrnt mthods of xprson.

**V** 31. This is the sound of *v* in valv. The sam is xprsd also by *f* in of; *ph* in nphew, Stephn. It is the vry loos & voel cognat of *f*. It is a strong semi-vowl, nvr silnt, & has thre mthods of being ritn, as *yu* hav sen.—*V* & *f* ar, in strngth as asprats, nxt to *h*.

**W** 32. This is the sound of *w*, whn plasd bfor the sylbc vowl, & then cald a consnnt, as in in wen, when, swamp, water, dwindle. It is also xprsd by *u* in quit; *o* in choir; the frst sound of *o* in once (wunce): four mthods. It is a consnnt-vowl dipthong, insprbl, formd of its own peulir liht consnnt sound, closly unitd with dfrnt dgres of a liht sound of *o* in wolf, r of *u* in pull. *W* is nvr a pur vowl, xpt whn it is a substtut fr *u*; of cors it is of no use as a vowl. It shud b cald *we*. It is ofn silnt, espshly bfor *r* & afr *o*.

**X** is usd only as a substtut fr othr ltrs, & chefly fr *ks* as in extinct, & fr *gz* as in exile. Bfor the sound of *s* propr, it is usd fr *k* alon, as in exsite, exsl; & at the bginng of wrds, fr *z* alon, as in xebe, Xanthus.

**Y** 33. This is the sound of *y* at the bginng of sylbls, whr it is cald a consnnt, as in year. This sound is also rprsntd by *i* bfor a vowl, as in onion, valiant; frst *e* in ewer; *j* in hallelujah; the frst sound of *u* in use; of *u* short in volum; of *e* short in vinet; of the seond *i* in familiarty. It is an insprbl consnnt-vowl dipthong, formd of its own peulir & liht consnnt sound, folod in vry clos conc-

tion by a liht sound of *e* as in mete. It is nvr silnt, has eit mthods of xprson, & *shud* b cald *ye*.—Whn *y* is a pur vowl, it is alwas a substtut fr the vowl *i*, & as such, it of cors dos us no good.

**Z** 34. This is the sound of *z* in zone, freeze. It is also xprsd by *zz* in buzzard; *s* in praise; *ss* in sissers; *x* in xebc: six mthods. It is the loos & vry soundng corltv of *s* propr. It is nvr silnt.

I hav now got thro al the sounds rprsntd, any wa, by the twnty-six ltrs of the old alphbt, usd singly. The six rmanng sounds ar rprsntd by cupls of the old ltrs, takn & usd as singl ones.

**A** 35. This is the simpl sound of *sh* as in shall, sash. It is also xprsd by *s* in sure; *ss* in assure; *ssi* in passion; *ci* in gracious; *sci* in conscious; *c* in enunciat: *ti* in motion; frst *t* in satiat; *ce* in ocean; *ch* in chaise; *si* in tension: twlv mthods. It is the clos r sharp cognat of *zh*, & is nvr silnt. This cupl shud b cald *she*.

**B** 36. This is the sound which shud b xprsd by *zh*, but is now xprsd by the foloing substtuts: *z* in azr; *s* in plsar; *si* in fusion; *zi* in glazir; *ti* in transition: fiv mthods. It is the simpl & vry voel cognat of *sh*. This shud b cald *zhe*.

**C** 37. This is the simpl sound of *ch*, as heard twice in church. It it also xprsd by *tch* in thatch; *ti* in qustion; *te* in righteus; *z* in zehin; *t* afr an acsntd sylabl bfor *u* short, as in natur, creatur, pictur, featur: six mthods of xprson. It is such a mut as *k*, *p*, & *t*,—is sldom silnt, & is the clos cognat of *j*, includng voel *g*. It is usd, as yu hav sen, as a substtut fr *k* & *sh*. This is namd *che*.

**Q** 38. This is the clos simpl sound of *th* as in thik, strngth, brth. Cal this the.

**L** 39. This is the loos simpl *th*, & the flat cognat of the clos & sharp *th*; as in *then*, *thither*, breathe. Lt this b namd *the*.—Ths tw sounds hav but one mthod of xprson to ech.

**I** 40. This is the strong, simpl, voel, nasl sound of *ng* as in song, & of *n* as in plank. It has only tw mthods of xprson.—No one o ths last thre cupls is evr silnt.

Ther ar tw othr sounds in our languj, spokn in som singl xclamacons, but nvr ritn; &, in my vw, they ar not yt wrthy to b notd ech by a ltr. One of ths is a gutrl mut, *a* finl, formd with op mouth by closng the glots. It is usd in svrl singl wrds of stron prohibition, with som rprmand & caution. The othr is a nasl asprt an initial, usd in one wrd only, strongly xprsv of shagrin, & dfrent dgres of blam & contmt of any that hav causd it.

I hav now, at last, by vast labr from tim to tim, durng mny yers, got thro with the xamnation & the analyss of the importnt primry sounds, usd in the English languj, & hav, as I think, found 40, dstinct from ech othr, & wrthy ech to b ritn, & printd, & rd, by its own one dstinct & apropriatd ltr. Ther shud, of cors, b 40 dstinct ltrs, r mthods of xprsnng ths 40 sounds, one & one only asind to ech, to rp-snt it to the y fr redng. But I hav found only 23 avalbl ltrs in our old alphbt, to mark ths 40 dstinct primry sounds ! Thus yu se we ar in xtrem & prsnng ned of 17 nw ltrs, that ech sound ma hav its own one peulir mark. And mor thn al this, I hav, bsids the onrus rubsh of silnt ltrs, alrdy decovrd 177 irregulr, unnssry, & vry bwil-drng & prplxng mthods of xprsnng our 40 primry sounds, & that by soundd ltrs, r such as canot b provd to b not soundd ! This is an imns evl in our litatur, & causs vast unnssry labr in lrrng to read & rit our languj, & also in the printing & the practcl silnt redng of it. Ths sor calamtis mit al b avoidd by throing out al silnt ltrs, & al rdundnt mthods of xprsnng our 40 sounds, both of which hav becm xedngly brdnsm, & ar constntly, tho sloly, becmng mor & mor so ; & also by asinng to ech importnt dstinct sound, its own one dstinct ltr, & non othr.

Now, in concluson, obsrv,

1. That ther ar four pars of corlty sounds among the sixteen vowl sounds—viz, *a* in hall, & *o* in not, *r a* in what ; *a* in part, & *a* in ah ! *o* in note, & *o* in oh ! *o* in prove, & *o* in wolf ; & eit among the consonnts, al of which hav bn notsd. The formr ar dstinguishd by lngth, the othr by closns.

2. No *seprbl* diphthong *shud* b markd with a dstinct alphbte ltr ; but not so with the *insprbl*—viz, *a*, *i*, *j*, *r*, *u*, *w*, & *y*.

3. The most voel of the ltrs, r thr sounds rathr, which ar nvr vovls, ar *zh*, *ng*, *j*, *v*, & *z*.

4. The sounds which I found most dfcult to anlyz & to juj of, in thr own naturs & varius rlations, wr thos xprsd by *h*, *i*, *j*, *r*, *u*, *w*, & *y*. With rgard to the plain & obvius thngs, evn dunss culd, by obsrvation & analyss, but stumbl on the truth fr rfrmation ; but on the nis points & mor dlet afars, the wisst orthoepsts & projctrs stil disagre, & they probbly alwas wil, & thus prvnt the radcl improvmnts so x-tremly nedd ; unls they wil consnt, fr the public bnft, to com togethr, & with candr & mutual condnsnson farly dscus the matrs of diffrns, agre upon som systm of orthographic rform, & unitdly & prsverngly mantan it. But it is prfet nonsns fr any one projctr to think of pushng his projet ovr the English wrld, in oposition to al the numrus obstcls, & the mny othr projctrs bsids.

5. I do hrc, as elswhr, put down in short the chef advantjs amd at



fr comn good in my projet, tho yt imprfct, & which I am vry confdnt it wud acomplsh.—It wud, aftr lrng my alphbt of 40 ltrs, prvnt the nssty of lrng orihogrphy & splng; fr the sounds in riting wud sujst the propr-ltrs & wrds.—It wud prvnt almost the whol of lrng to read, fr the ltrs & wrds wud sujst the propr sounds; the sns nssrly gyng the just acsntuation, inflection, & emphass.—It wud sav one-haf of the xpns of lrng & practsng chirogrphy, r comn handritng; fr the labr, by varius mens, is rdusd that much.—It wud sav at least one-thrd of the xpns of al printng & silnt redng.—It wud prvnt the chef tndnss to idlns & vis in primry education. It wud gv a btr education at twlv, thn can now b gvn at sixteen yers of aj.

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## AN ABRIJMNT

OF THE AUTERS

## MEMORIAL TO CONGRS,

*February 19, 1844, on Rformng the Ritng of our Languj, which was rsevd by the Hous, rd, & printd.*

As a fasilty in a nw slf-suportng systm of jnrl & librl education, (which has bn provd fesbl in a scol of six yers,) as a fasilty also in littry education & busns, I hav, durng som twlv yers, bn considrng the importns & practicability of a thru rfrmation of our ritn languj, & a strict confrmation throf to the spokn. I hav at lngth com to som results which I wish xtensvly to comuncat, espssly among the pepl of this cuntry.

Spokn languj has usnly orijnatd among the unenlitnd, & by its own ductility, in its progrs tords prfcton, it keps pas with jnrl national improvmt. But with the ritng of this languj it is far othr-wis. By the xactns & stabilty of its forms, it must rman unchanjd, unls by jnrl consnt. On ths accounts, chefly, the speking & the ritng of the sam languj do invariably, without spsl prvntions, tnd tords a spration, tho vry sloly, & thrfor without nots r alarm. Hns, by convntion, they shud b brot togethr, whn al that is rong in ritng shud b crctd, & whn mens shud, if posbl, b insttutd to kep thm togethr.

In obediens to the loud & prsng cal, from varius quartrs, espssly from fornrs, mny in this aj of improvmt hav projetd, & som evn hav atmtd a rfrmation; tho as yt without much succs.

Wl awar that this is a grat wrk, requirng both talnt & entpris, & the favr of Hvn likwis; wl awar, also, that this grand consrn of patriotism, pblanthropy, & rlijon, is dpndng soly on the plsr of the

English Rpublc of Ltrs—the authrs & publshrs ; yt it semd that I culd do somthng tords forwrdng so dsirbl an objet, by shong planly to my cuntrymn, & as far as posbl to the English ras, the vast nssty & the imns utilty of a simpl & complet alphbt, containng one dstinct, visbl, invarbl sign fr ech of our forty importnt primry sounds, & an orthogrphy rlevd of al rdundnss & complxty, & at agrement, in the main, at least, with tho most jnrly aprovd standrds of English orthoëpy. This is inded my umbl aim & dsin, whil I sek fr Hvn's blng, & the smils of the nation, & of the English ras, upon the favrd ones ho shl acomplsh the task I hav bgun, but ma not lv, r b abl, to acomplsh. B asurd, then, that I hav not entrd on this busns without frst countng the cost.

I wil now endvr to gv the chef argumnts fr this rfrmation :

1. Ther is grat *incongruity* btween the languj & the ritng of it. Probblly no lving languj dos in its combnation of xlnss outdo ours.— But its visbl rprsntation is doutls the wrst to b found ; not to xpt evn the Frnch. Now ho wil not dsir fr this butiful, rich, & nobl languj an xtrnl drs mor convenient & comly, & btr sutd to its mrts ?

2. Our alphbt is both *rdundnt* & *dfisnt*. The c, q, & x, ar usd only as unnssry substtuts fr othr ltrs. We hav, then, but 23 ltrs to rprsnt our dstinct & importnt primry sounds, which I & mny othr phontc studnts & projctrs think to b 40. We then ar in ned of 17 nw ltrs, that ech importnt dstinct primry sound ma hav its own one dstinct apropiat mark to cary it to the mind thro the y. As primry sounds hav incresd, so shud ltrs to mark thm.

3. We hav varius *dfrnt mthods* of xprsnng most of our primry sounds, & that by soundd ltrs, & such as we canot sprat & clerly dstingush as not soundd. With no smal labr, I hav alrdy dscovr'd & shon by xampls, 217 such mthods : of cors 177 mor thn we ned fr our sd 40 sounds, This causs, in lrng to spl & red, unspekabl & unnssry embarsmnt, dla, toil & vxation, & shud as soon as posbl, b don awa.

4. *Silnt ltrs* hav becom a vast evl, & the evl is stil incresng. Ths ltrs wr ons doutls al soundd, but in the chanjs & improvmnts of our languj, thr sound is dscontinud, & they ar lft, (& *vry* carfully prsrd too !) a *usls brdn*. And how long ere Anglo-Saxns wil fre thmslvs of such trublsom loads & clogs of old wrthls rubsh ? Not anothr silnt ltr shud inded evr agn b ritn r printd. But O ! with what sard aw, & profound vnration, ar they stil tret'd, & that too by mny of the most lrnd Doctr's ! What a shame & crime to nglet any one of thr numrus & statly majsts, evn in our most hasty ritng, & economcl printng ! This rminds one of the old wodn gods of the ansnt Hawaians, dsplasd by nw ones, & st up outsid of thr tmpls, which Captn Cook dard to molst fr fuel ;—*but, it was at the forstur of his lif !*



And posbly it is quite tim fr som of us to lok out, lst we, fr darng to olasphem & dstrb ths sacrd old silnt ltrs, sufr a simlr fate !

5. Our lrrng to spl, & red & rit, which ar mer tools & scafoldng fr the tmpl of nolj, hav, in tims past, cost mor thn thr just proportion. Radcly rform our alphbt & orthogrphy, & then yu can brng yur childrn awa much erlir from this unplsnt, hard, & irksom preparatory busns, to thr intrstng & dlitful labr on the glorius bildng of nolj itslf. O ! how this wud rlev thm of dstrsng fatig, of hatful confinmt, & mak thm hapy in thr cors of labr fr rapd improvmt.

6. This rfrmation is a grat objet of domstc & politcl economy, both with rspect to our own intrnl wltth & powr, & our onrbl comparison with othr nations, as to erly education, & fasiltis in al litrry busns.

Afr a thruly rformd alpht shud b adoptd, & wl lrnd, it wud sav *the whol* of lrrng to spl ; beaus in ritng, the sounds wud sujst the propr ltrs.—It wud sav almost the whol of lrrng to red ; beaus the ltrs wud sujst the propr sounds.—It wud sav quite one haf of the comn xpns of lrrng & practsng al busns ritng ; beaus thr wud b no captl ltrs of dfrnt form, nr ocason fr rasng the pn til a wrd is finshd. A sur consquns of al is, that it wud sav as much as thre yers in a good comn education, & four in one that is also clasc & profsonl.—Childrn wud then b btr educatd at twlv yers of aj, thn they can now b at sixteen.—But in adition to al this, it wud sav one-thrd of the xpns, publc & privt, of *al* printng & silnt redng.—Thrfor, whil we nglet this rfrmation, we do in this rspect gv othr nations, hos ritng, compard with ours, savs much tim & othr xpns, & gratly fasiltats nolj, *vast advantj ovr us*. Fr tim & nolj, yu kno, ar both wltth & powr.

7. The English, & the Anglo-Amren entrpris & powr, ar rapdly xtndng, with our languj, ovr the erth. I bg then, fr the onr of this my entrprisng, nobl, & distinguishd ras of mn, as wl as fr the bnft of the wrld, that its ritng, bfor sprdng much frthr, mit b thruly rformd, & thrby rndrd much mor esy, not only to our childrn, but also to inumrbl fornrs ho ma wish to lrn it. Now I ask, ho that has any British blod, r Yanke skil & enrjy, can rsist the fors of this argumnt? *O, non ; surely non.*

8. This rfrmation wud, with propr boks, espshly by shong planly & by fixng prmntly the pronunsation, rndr parnts in jnrl, afr they shl hav lrnd the rformd alphbt, at ons the comptnt techrs of thr own childrn at hom, in almost the whol of what has bn considrd a good comn litrry education ; thus prvntng most of the xpns, the sufrngs, the danjrs, the visusns, & the mny enormus evls of the comn scols ; & thus also hastng forwrd what shud b the dsir of al nations & ajs, *a domstc & slf-supportng, & of cors a purly rpublcen systm of jnrl*



3. *librl education*, fr both sxs, adequat to the probbl r chosn busns, —the trials & enjoymnts of lif, to b *esily* aquird at a vry erly aj.—  
 ths eit argumnts ar the chef fr the acomplshmnt of this grat & sirbl wrk.

The nxt thng I shud do is, to sho yu the posblty & fesblns of this frmation. Som who I rspect mor fr thr erudition thn fr thr entrpris, hav spokn dscrjngly on this subget. But it is by no mens so with al. The vast importns of the thng, howvr, I blev is jnrly consedd. Altho it wud b a nw thng in the wrld, & a grat one also, & evn the gratst that evr was acomplshd by humn ajnsy, & altho mny hav fald in thr atmts to produs it, yt I do by no mens dspair; fr this is byond dsput, a ras, a da, a nation of wondrs. Mn, espshly mn of our oriijn & kindrd, hav not yt don thr bst, nr thr mitist. We ar now entrng upon an aj of liht, pes, & improvmt, such as the wrld has nvr sen; an aj to b dstinguishd by boldns in consption, skil in planng, & success in achvmt. Grat & unhrd of thngs ar to b dvisd, xpcd, undrtakn, & acomplshd. Compar'd with what mn mit b, & what, in som favrd, som goldn, som milnial aj, they probbly wil b, ther is now pasng ovr the staj of lif & action, a mer dwarf, r rck, of the humn ras.

Mn can, & wil, yt do mor thn they evr hav don, & lev bhind thm stupndus monumnts of wisdom, rather thn thos of folly, such as the ansnts did in Ejipt & othr parts of the wrld. The sumt of humn efisnsy has nvr yt bn rechd. Lok forwrd with rasd xpcation, & the y of fath, & behold the wis & wrthy wondrs which shl b acomplshd whn war shl ses, & the blngs of liht, & vrtu, & christianty shl prevad the erth. Why not, then, in the erly staj & insipient progrs of philosophc, phlanthrope, & christian efisnsy, & as a chef mens of hastng it forwad—why not aprhnd, atmt, & brng to pas so grat & so good a thng, as the confrmatn of our ritn to our spokn languj? This is inded a matr of intrst & of grat nssty, & wud be of much bnf to al the English wrd; but mor prticularlry to this cuntry of rpublen govrnmnt & of fre populr institutions. It wud truly produs an Augustn aj in English litratur, siens, librl lrng, & jnrl improvmnts, & mark the prsnt as an era of dstingushd lustr.

But, afr al, this is, in itself, not only a *posbl*, but *esy* wrk. We ar kpt from its ecomplshmnt, mor by *cobweb*, thn by *adamantin* chains. The obstructions xist mor in fansy thn in fact. On subjes of this natur, we ar too apt to startl at real r suposd dfcults, & to thnk thm insrmountbl. We tak frit at monstres of our own creatng, & run from aprhndd to real evls. And how long must it b so?

Now to the cas in hand. Lt the authrs, edtrs & publsrs of boks & paprs so agre, r consnt, & the wrk is don at ons, & don with the utmost ese! And ho can sa, in this aj of liht, skil & entrpris, that such agremt r consnt canot b obtand?

Notwithstandng al the hindrnss from varius quarts, what innss

improvmnts & usful invntions hav ocurd to bls the wrld sinse the grat astronmr, Galileo, of Florn<sup>a</sup>, was so cruely prsecutd fr his discovris in astronomy : sinse the sver punshmnt, evn in Englnd, of the onst invntr of the frst watr saw-mil ; & espshly within svnty r eity yers past. Now, shl we of *this aj*, & *this cuntry*, b afrad of liht & truth—of invstgation & project—of invntion & xprimnt, fr the good of the nation & of mankind ? Wil yu, inded, b rdy to prscut & punsh the patient, asiduus, & self-sacr fisng modrn invntr & rformr with ridicul, rproch & scorn, & cal him one-idead enthusiast, nro-mindd schemr, r Utopian projectr ? Lt not this b the bitr rward of ths dvotd patriots & phlanthropsts, espshly in this land of fre & indpdnt inquiry, & of larj & librl vws. In al thngs of this natur, lt us act acording to the dictats of tru onr & impartial justis.

But I wil argu the posbilty & fesblns of this project, from what has alrdy takn plas in our litrtur sinse the commsmnt of the last cntury. We hav sen, in our da, considrbl improvmnts, *altrations* at least, in our ritn languj, our styl of composition, & som in our alphbt. Ons we had but twnty-for ltrs, & cald z czrd, & usd much the long s. I hav bfor sujstd, that I wl rmmbr whn som ltrs now silut wr thn soundd. We ons had s-h-e-w fr *show*, m-u-s-i-c-k fr *music*, f-a-v-o-u-r fr *favor*. In ths xampls, tho the rong ltr is rstand, yt one is thron off as usls. We hav bgun to thro off som of our vrbl trmnations, as *al* from classical, & *ment* from advancement. Now, why shud not this dsirbl chanj, hithrto so partial, suprfisl & slugsh, by use of propr mens, lik othr thngs, *bcom radcl & rapid*, & in som fw yers b acomplshd ? Lt us tak strong intrst in this thing ourslvs, & by al mens endvr to creat one in othrs, & then b lokng out fr dsirbl & glorijs rslts. But I bg, lt no pepl of influens r authority, no parnts r techrs, no frnds of thr cuntry r of mankind, dscrj r hindr this so grat, so nssry, & so bnvolnt a wrk.

Howvr, afr al, the grand prlimnry to a jnrl rsption to a plan fr this rfrmation is, that *by its jnrl mrts it b found wrthy of adoption, & that this wrthins b xtensvly promulgatd & knon*. Lt this sujstion cal to my aid, from any ladis r jntlmn of litrtur & bnfsins, such hpls in this arduus wrk as they ma b abl frely to contribut, that a plan fr rfrmation b soon brot as ner as posbl to prfction, & sreculatd ovr the nation, & among al pepl ho use our languj.

I wil now gv yu som rmarks naturly subsqunt to a rformd alphbt & orthography, & an ansr to the chef objections.

The forms of the ltrs, in both ritng & printng, shud b kpt as ner alik as the natur of the cas wil allow. This wud gv grat fasilty in lrrng the art of ritng, & in redng that which is ritn by othrs.

The vowels ar xactly the sam in nam & signfcation. The consonnts ar brot as ner this rul as thr voel nams wil allow.



In ritng, the unplsnt & mbarsng busns of *dotng the ies & jas, crosng the ts, & plasng the apostrophes*, is her al prvntd.

The real sound of *a* is not afctd by being folod by *r*. Its sound til it ovtaks that of *r*, is xactly the same in *hare* as in *hat*, & the sam in *palm* as in *part*. Al the semng dffns btwn the sound of *a* in *barely*, and *a* in *barrel*, ariss from the dffns in the sound of *r* in the tw wrds.—The sam ma b said of *or*, & *ur*.

Ther ar in orl comuncation mny smal variations of vowel sounds, causd etl.r by carls use, r by dffnt dgres of vois, r by connxon w.th othr ltrs, which ar not of sufsnt importns r stbilty to pay fr markng. I thrfor allow thm to tak thr naturl cors & dstny in pronounciation, rather thn multiply ltrs.

My rformd alphbt frnshs the materials fr a fair, ful, xact, & simpl rprsntation of our spokn languj, as far as the natur of the cas, & du fasilty & speed in ritng, wil prmit.—This is al that can b resnbly rquird of an alphbt.

Any additionl elmntry sounds which shal heraftr b dscovrd, dstngushd, & dfind, by any ho use English, r which shal b adoptd from abrod, shud not, as hertofer, b put upon ltrs alrdy xistng & apropiatd; but ech, of sufsnt consquns. shud b markd by a dstinct additionl ltr. This wud prvnt most of the evls now compland of, & thr rerns in tim to com.

This rformation wud tnd gratly, as far as adoptd, to promot unformty in pronounsiation—a thng vry dsrbl. Its xactus in rprsntng the propr sounds of the wrds, wud alwas tnd to this efct.

It wud b both patriote & wise fr the mn of ltrs in Grat Britin & this cuntry no longr to b endeavrng to Galsiz, Grmniz, Latniz, Hlniz r Hebraiz our languj: but, by evry mens, to *Anglsiz* it, & ad to its symtry, euphony, compactns, & dstinctv nationality.

It is probbly the fact, that additionl primry sounds bgin at frst sloly to aper among the ilitrat in som rugh uncouth xclmations. Afr a laps of tim, mny of thes becom nouns, & obtan thr varius atrbuts, dfinivs, & conctivs, & finly aquir a rspecbl standing in languj. Thus, the primry sound of the Hebrews & othr orientls, *ah*, r a modrat sound of *a* as in *part*, broken off suddenly with an asprat r a consonnt, as in *ah! pas*, is taking its plas, tho a vry modst one, in our languj, & dos justly dsrv to b markd by its own dstinct ltr, which I hav givn it. The cas is similr with rgard to *o* as in *oh! ston, spokn*, which I hav also acomodatd with a ltr.

I tak it as a grantd doctrin, that the hol lgitmt objet of alphbte ritng is to rprsnt to the siht, *as acurtly & as simply as posbl*, the sounds of spokn wrds. Hns, the ritn languj shd alwas b sekng conformity to the spokn, rather thn the spokn to the ritn. This wud entirly prvnt al futr dsagreemnt btwn our orthogrophy & our ortho-



epy, & mor fully rprsent the epistolary ritrs livng & knon sounds & tons usd in his comm conversatn. But it al the elocutionry authorities & influenss in our cuntry & othr cuntris usng English ; It al the puble spekers, & the authrs & publshrs of standrd wrks, constantly use thr endvrs to promot unformty in pronounciation, & of cors, on this plan, unformty of orthogrphy also, whervr our languj is usd.

### *Objections Answerd.*

The ritng of languj aros among pepl in a gratr r ls dgre unimprovd, & is therfor liabl to grt imprfctn. Hns, it dos, lik othr things howvr dfcult, aftr a nation hav becom far advansd in sivilization, dmand, grt altrations fr the btr. This argumnt is availbl with rgard to evry othr consrn of humn socity ; why not, then to this ? The chang herin proposd wud b á vry chcp & effsnt instrumnt to urj frwrd our puble intrsts & onr. What dir calamits ar we stil endurng by mens of the lprus productions of the dark & almost barbarus ajs, which ar now pondrus clogs inded to our carctristic enterpris & enryj. How long shal they rman fr our grevus national injry & sham ? Hav we not in us stil, som *Saxn*, som *British* blod ?—som Amercn counsl, skil, & indpdns ;—som Yanke injnuity & fors, that we ma spedly dmoish, r *whill awa*, ths sor evls entald on us by our onrd, tho rmt & unprivlj, anstrs ? Then, lt the hol b string in us & among us, til ther shal rsult an achvmt & a glory such as the wrld has nvr sen. Ay, inded, it is hi tim that this grand afair wr acomplshd, r wl in progrs ; fr truly it *shud*, it *must*, b don ; ya, morovr, it *wil* b don, if our combind enterpris & curj, skil & enryj, sa so.

Tho it sems I miht stop hre with this jarl ansr to al objections, yt, I wl com down to som particulrs, & use frthr endvrs to pasfy the objctrs felngs.

1. It wl obstruct the privlj of futur etmologel resrch. I ansr : Prhaps not one in tn thousnd wud evr hav ocason fr this. Prsns aquantd with othr langujs miht recognis our wrds of forin origin about as redily from thr sound & English menng, unitd, as from thr drs. But, aftr al, the chf objet of spekers & ritrs, philolojsts & lexogrphrs, shud b to kno the *prsent* English r Amercn vrnaculr menng of wrds, irspctiv of origin r drvation. Bsids, the nativ orthogrphy of al forin wrds, the orjpls of our wrds drivd from othr langujs, & the old orthogrphy of al our own wrds, *as far & as long as nssry*, miht esly b plasd in som of our dictionrs, r al of thm, fr nedd acomodation ; & al this, on the rformd mthod, wud not mak thm so larj as they ar now.

2. The boks alrdy in xistns wud becom usls. Ansr : 1. Non valubl *ned* b lost, & fr the los of the rst no one shud morn. 2. Both alphbts miht b lrd whil the chanj is formng : thus al, fr a nssry trm, miht b abl to red & rit in ethr. 3. Fr consultng anent rerds,

& othr fortuitus ocasions, the old culd b lrnd in tims to com as esily as in tims past. 4 Al boks wrthy of it wud b, in du seen, rprntd in the nw drs, & culd b aferdd chepr thn now.

3. Authrs, publshrs & boks-lrs wud sufr los in old stok. Ansr : The chanj miht b, & doutls wud b, rgulatd by ths, & b so gradual as wud giv fair optuntty to dspos of old stok, & clos that mod of the mannfactur. Bside, the diminution in the xpns of printng, & the naturl ris of boks in proportion to this dminshd xpns, wud probbly mor thn cansl al los, evn that in stereotyp plats.

4. The old hard, dry, tirsom mthods of primry lrrng, tnd to dsplin the mind & improv its faculst. espaly the mmry. Ansr : But the esy, plant, & intrstng substitutd lrrng, al profitbl in itslf, wud surly do much mor tords this vry importnt objet. This is the detat of natur, resn, comm sns, & xperiens. Bside, the suess of this project wud doutls produs a grat & blsd rvolution in the afars of comm erly education, & caus the tim, caretr, & abiltis of childrn to b wrth mor at twlv yers of aj, thn they usually hav ben at sixteen. Ther is, in truth, somthing mor agreabl & usful fr childrn to lrn & to do thn to b, fr yers of thr presus tim, to lrg, & dlvg, & plodng, in most dstrng & ruinus confinmnt at the stranj & drdful old alphbt & orthogry, evn if it wer nothing but givng nams to stons in the wal, or the tres in a grov, & comitng thm to mmry ! Now I shud not think that any wud agn mak this objection.

5. Al redrs & ritrs must relrn to red & rit. Ansr : The xpns & inconveniens of chanj hav, in this plan, ben avoidd as much as posbl ; & I hav no dout, & that from actul xprmnt, that good redrs & ritrs in the old wud lrn to red & rit in this, with propr asistns, tho sloly at frst, *in ls thn six ours*. Dxtirty & sped wud, of cours, b acquird by use & habt. Lt non, then, b gratly trubld any mor on this scor ; fr it is no grat afar to lern the forms & uss of 17 nw ltrs, whn the sounds ar alrdy familir. I trust that this mity objection wil now no mor b urgd by pepl of sens & wisdom.

6. Childrn, by much hlp & stimulatng, usually gt ovr, son how, the chief dsults in the old ltrtur bfor they ariv at the propr aj fr critisieng ths matrs, & soon frgtng, vry much, thr formr toils & sufferings, thr pijadss becom strong in favr of the old ritn languj. Ansr : Aply this argumnt suessfully to al subjcts, & ther is an end, at ons, to al improvmts. We hav alrady ben govrnd quite too long by the prepossions, the erly notions & whims of chldhod, & the imperius & snsls customs & authority of the smi-bnntd by-gon ajs. But ful gron mn of the prsnt evntful & improvng aj. & of this fre & enlitnd cuntry, shud dlivr thmslvs of childsh & haf-barbarian tramls, & dar to arch, & think, & speak. & *act also*, fr rmovng the innus evls that enrap our presius xtndng, & improvng ltrtur, & dpriv it of haf its valn.

## CLOSING ADDRS ON THIS SUBJECT.

Durng how mny *mor* yers & jnrations must the enterprising postrty of the brav stlrs of this cuntry, inded our own der childrn, b unssrly subject, in thr ductl & forming aj, to the cruel labr, the tormenting vx-ation, & the tirsom, stupfying, & dltorius confinmnt, imposd on thm, as it was on us, bfor das of maturty & indpdnt inquiry ; & al that too, by blind atchmnt to the awkward, clownsh, cumbrus, hideous drs of our rfind, powrful, harmonius, & dltiful languj ? In the nam & prid of our cuntry, & of al the Englsb ras, I do bg fr our admrbl languj a drs sutd to its caretr & mrts. Do not, I entret yu, dem ine sacrilejus & monstrusly wickd, & dsrvng Hvn's vnjs, fr dnoun-sng & blasphemng that paltry, shapls old idol, the cors & bungling manufactur of parily sivilzd pepl, long ago pasd awa & gon ; altho it did, at vast pains & expens, rsev yur obedient dvotions som four r fiv yers of yur othrwis brilliant & promsng chldhod & yuth.

Had a longr, a hapier, & a mor productiv cors of naturl, plain, intrstng, & usful orl instruction bn jnrly usd with chldrn, & had they not ben put to artfisl litrtur til abl to invstgat fr thmslvs, this nedd rfrmation wud, long ago hav bn acomplshd, & that, too, esly & fre-ly, without *rub*, & *tug*, & *strif*.

Alow me hre fr a momnt, lik a tru Amren, & a son of the old Bay Stat, the sntr of Nw Englnd enrrj, indpdns, & glory, & with the intrpidty of a patriot, phlanthropst & Christn, to atak som of our old educationl customs, as our onrd fathrs did thos of long continud rli-jus oprson, & civil tyranny ; & we wil rjois that the conflict ma b prosecutd & victry won, without shdng blod, & multiplyng widos & orphns.

Quite too erly in the lif of our young, activ, sosl, imtatv felo-bings, hav we dropt, if we evr bgan, fre & plesng orl, medl, & sam-pl instructions, adminstrd kindly, simply, & insdntly by afectiion parnts, r asistnt parnts, & shut thm up in scols, & confind thm to artfisl litrtur. In this, truly, we hav xactly rversd the just ordr of thngs. We shud hav *bgun* with natur & *endd* with art ; r, in othr wrds, we shud, in the grat consrns of education, hav mor obediently, fathfully, & entirly, folod naturs detats, from the frst dawn of physcl, snstiv, intlctual, & morl xistns, & shud hav continud thus to do, admntng art insipiently & ocasionally to asist natur in hr wis bnfsnt & god-lik oprations.

Thruly rform our ritn languj, & lrngng to red, spl, & rit, wud b so esy that forml scols & st lns, in sor & ruinus confinmnt, wud b totly usls. If the previus education b riht, ths valuabl acomplsh-mnts wud, in propr sesn, b soht afr, & obtand insdntly, lik othr kinds of evry-da busns. Yn ma, thrfor, sasly lt artfisl lit tur alon, til childrm shal hav arivd at considrabl aj & maturty ; & evn then yu wd not hry r prs thm forwrd in it, *providd hower*, that they, as



uch as posbl, undr the care of parnts, r asistnt parnts, thr naturl guardians & techrs, hav thr tim proprly dvidd btween intrstng, fre, & saf recreations, propr manual labrs, & a good system of orl, modl, & sampl instructions, advansng spontaneously & diltfully *tords* artfisl litrtur, & *into* it, as they aproch adult yers. Lt ths b the naturl tndnss, & ths the sur rsults of any nw r improv'd system of a jurl primry education, & then do what yu ples with the old comm scools : only do not, at such vast expns, privation, & sufrrg, allow thm to stun, & stunt, & stupfy, & stagnat, & stultfy, our der, afctionat, spritly, & promsng childrn.

I rpois that the pepl of this cuntry, the cradl of sivil, littry educationl & rlijus libt & librtty, ar wakng up, tho sloly, to this vastly importnt objet, & bginnng to dscovr thr errs, & the naturl & efectual rmedis. This I trust, in its onwrd progrs, wil contribut much *tords* the jurl improvmt & hapns of the risng jarations, & much also *tords* the radcl, thru, & timly rform of the xtrnl drs, & the oculr rprsntation of our wrthy & dltful languj.

Al herin contand is prsntd to xcit atntion & dscuson, critsism & corction, as an esa *tords* prparng fr futur adoption al nssry improvmts in the elmnts of our swiftly-sprdg litrtur.

Aftr al the xpns, & long & sver toil, amidst mny embarsmnts, dvotd to this hol consrn, & aftr bringng it as ner to what it shud b as I shal probbly b abl soon myslf to do, I now frely ofr it to my nation, & to hr mothr cuntry : askng no gratr rward thn its effnsy in advansng thr physicl & morl, thr mntl & sosl improvmt.


## A RADCL IMPROVMNT IN THE OCULR RPRSNTATION OF OUR SPOKN LANGUJ.

In amng at this objet my frst stp is, *throing out al usls ltrs*, r such as ar not nssry to giv the redr an idea of the spokn wrds. This has, in disfrnt dgres, bn shon as an insipient xprmnt in this bok. Whn carid to its ful xtnt, it wil, on a jurl avrj, shorn fr from the old method, about *one forth*, & sav the sam in the xpns of al ritng, al printng, & silnt redng, & sav also *one haf* at least, in that of lrrng to read & spl. This stp admits of no nw ltrs, & dos not much embars the redr. Of cors, if no frthr stps wr to b takn, surely this wud b a vry important objet in itslf, & al ritng & printng shud b imediatly don accordng to it ; & *what objection culd b made to it ?*

The nxt stp consists in the introduction of an English alphbt made ovr & complet'd, r brot up to the improvmts of the tims, & of the spokn languj. We *shud hav as may ltrs* as we hav importnt, primry, insprbl sounds, which, as I & mny othrs think, ar forty, that ech sound ma hav its own one d-istinct apropiatd ltr to giv *a tru & invariabl rprsntation* of it to the y, & ech ltr its own one d-istinct ap-


ropriated s und, (with its slht variations in use,) to rprsnt it to the ear. Now we hav in fact *but twnty-thre availbl ltrs* ; the othr thre, *e, q & x*, being usd only as *unssry substtuts* fr othr ltrs. Thrsfor, aftr rdusng the old twnty-thre ltrs, ech to its own one primrv & most naturl sound, *we ar undr absolut & prssng nssty of havng snten nw ltrs*. Whn ths ar made & alowd, we shal then hav forty ltrs, one fr ech & its own sound. Of cors whn a ltr is sen its sound is knon, & whn a sound is hrd, r imajnd, its ltr is knon : Just so of a sylbl & a wrd. A sure consquns of al this is, that, whn any hav lrnd the remodld alphbt thruly, they ar priet splrs at ons of evry wrd in the languj ; & prfet redrs also, xpt that *speed* is acquird by practs, *acsnt* by authority, & *al pauss & modulations of vois* by the sns & menng of what is red.—Afttr the thrd & last stp is takn, (shon at larj in the sixth redng lsn printd in the nw styl ; ) the xpns of lrng & usng chirography, r hand-riting, and that of al printng & silnt redng wil, fr comn use, *brdusd about one half*, namly ; the first stp, r throing out the usls ltrs, rdus about one forth part ;—intro-dusng the rformd alphbt, about one eith, & the thrd stp ma mak up the complemnt of *one haf*. Now is not this an objct of imns valu ? & is not its truth plain to evry candd invstgatr ?

I wil now inform yu as planly as I can about my remodld alphbt of forty ltrs, & my nw mthod of sping concd thrwith.

I alow of no captl ltrs of difrnt form from the comn.—I altr the forms of *i* & *j* to prevent the dots, & the ritn *t* to sav the cros.—I wil frst giv the twnty-thre old ltrs, acording to the old aranjmnt, & the nw ones by thmslvs, ech havng undr it, its nam as ner 'ts sound as posbl.—To sav for the prsnt the xpns of nw typs, I use varius marks, alrdy in typ, dsing to hav finaly *as good an alphbt* as can b made *on the prnspls of completns, dstinctns, conveniens & buty* ; & one, wthal, varyng from the old as litl as posbl, in consistns with ths four prnspls.  The sd old ltrs ar,

a b d e f g h y j k l m n o p r s t u v w y z  
ae be de ee fe ge\* he ie je ke le me ne o pe re se te iu ve we ye ze.

\* as in gig.

 The nw ltrs ar,

Shap.	Nam.	Description & Menng.
<i>ä</i>	ä,	the invrtd italc v, usd fr <i>a</i> in part ;
<i>ā</i>	awe,	the italc a, usd fr <i>a</i> in hall ;
<i>ô</i>	ôô,	the invrtd captl g, fr <i>o</i> in prove ;
<i>ā</i>	ah,	the romn v invrtd, fr <i>a</i> in hat, hare ;
<i>āh</i>	āh,	the italc a invrtd, fr <i>a</i> in ah ! grass, fast ;

Shap.	Nam.	Description & Menng.
U	oh,	h invrtd, fr o in not, nor ;
H	oh,	the captl h, fr o in spoke, oh ! coat, throat ;
Ə	uh,	smal e invrtd, fr u in but, bur ;
Ǝ	eh,	the figr 3 invrtd, fr e in entr ;
3	ih,	the figr 3, fr i in pin ;
v	ôh,	the italc v, fr o in wolf, & u in ful ;
I	eng,	the r invrtd, fr ng as in song, n in plank ;
Ɔ	she,	the y invrtd, fr sh in shal, sash ;
B	zhe,	the captl b, fr s in plsr & z in azr ;
q	the,	the old q, fr th in think, pith ;
L	the,	the captl l, fr th in thus, bathe ;
C	che,	the old c, fr ch in church, chin, such.

Of the 17 nw ltrs, the frst 11 ar vowels ; the othr 6 ar consonnts. Whn yu hav lrnd ths 17 nw ltrs, yu can thn read the lnsns that soon felo.

*The sam alphbt plasd in philosophel ordrr, & dividd into fiv class, acordng to thr varius naturs.—The italsizd ltrs in the xmplfyng wrds, giv the sounds prsisiy.*

## FRST CLAS.

*Long Vowls.*

Shap.	Nam.	Menng.
a	ae	late.
ä	ä	part.
ā	āwe	hall.
o	o	note.
u	iu	June.
e	ee	mete.
y	ie	fine.
ô	ôô	prove.

## SCOND CLAS.

*Short Vowls.*

A	ah	bat, hare.
ə	äh	sirah, ah!

Shap.	Nam.	Menng.
U	oh	not, wash.
H	oh	oh ! spoke.
Ə	uh	but, bur.
Ǝ	eh	pet.
3	ih	pin.
v	ôh	wolf, ful.

## THRD CLAS.

*Vowl-Consonnts.*

## Initials.

W	we	whn.
y	ye	yur.
h	he	her.
	A Final.	
I	eng	song.



NOTE.—The rmanng 20 ltrs hav ech tw nams—the frst fr the fore part of a sylabl, the othr fr the latr part. This wud aid the mind in aprehdng the sound, & the orgns of spech in utrng it.—Whn r is the frst of othr ltrs in a sylbl, it shud b cald *re*; but in evry othr cas, *er*.

Shap.	Nam.	Menng.
l	le—gl	<i>lull, lil, lily.</i>
m	me—gm	<i>mimic, spasm.</i>
n	ne—gn	<i>nine evn, nun.</i>
r	re—er	<i>roar, our, run.</i>

## FORTH CLAS.

*Consonnts in cognat pars; the frst of a par, clos & sharp; the othr mor soundng.*

Λ	she—gsh	<i>shun, sash, rush.</i>
B	zhe—gzh	<i>plsr, azur.</i>
S	se—gs	<i>sens, sincer.</i>

Shap.	Nam.	Menng.
Z	ze—gz	<i>zone, bronz.</i>
Q	the—gth	<i>think, pith, sloth.</i>
L	the—gth	<i>then, ththr.</i>
f	fe—gf	<i>fife, fifty, offr.</i>
V	ve—gv	<i>valv, vivid, vois.</i>

## FIFTH CLAS.

*Four pur muts, with thr corlives, the latr of which hav a vry litl sound.*

C	che—gch	<i>church, chin, such.</i>
J	je—ej	<i>gem, ginge, just.</i>
p	pe—gp	<i>pipe, pope, prop.</i>
b	be—gb	<i>babe, bun, bubl.</i>
t	te—gt	<i>trot, strut, stutr.</i>
d	de—gd	<i>did, dced, trod,</i>
k	ke—gk	<i>kik, cat, chord.</i>
g	ge—gg	<i>gag, gog, gogls.</i>

—40

NOTE 1. English, at the prsnt da, has no sprbl triphthongs.

2. It has thre sprbl dipthongs only; namly, *u3*, *vv*, & *a3*. No one of ths shud hav an alphbte ltr any mor thn *mny othr* sprbl combnations.

3. It has svn *insprbl* dipthongs, if I ma b alowd the xprson, which ar *primry*, but not simpl. Ths must hav ech its own alphbte ltr; as *a*, formd by its peulir sound trmnatng with a vry lht *3*; *y* is formd in a similr manr; *j*, of *d* & *y*; *r*, of *o* & *r*; *u*, of *3* & *u*; *w*, of *w* & *v*; & *y*, of *y* & *e*. The sounds rprsntd by ths ltrs ar so closly united that spration wud produs dstruction. In som of ths ltrs one sound gratly predomnats, as *a*, *y*, & *u*; in the othrs, not, as *r*, *j*, *w*, & *y*. I think *wh* as in *whn*, blongs not to this clas, as som mantan; but is sprbl, lik *pl*, *br*, &c.

4. It is my jujmnt, that we hav four pars of corlrv vowels, the sounds of ech of which are distingushd *by length only*, as *a-u*; *a-n*; *c-u*; *o-v*; & the othr 8, lik the 8 vowel-consonnts, hav no relationship to othr sounds.

THE THRE STPS IN MY PROJCT FR RFORM, AGN  
STATD & ILUSTRATD.

1. Throw out al usls ltrs. This bok is ritn on this prinspl in difrnt dgres.

2. Introdus my remodld alphbt of 40 ltrs in addition.

3. Ad a tabl of singl caractrs fr tw r mor alphbte ltrs, & mny spel abrviations of vry comn wrds & parts of wrds.—Ths stps, wl takn, wil on a jnrl avrj, fr comn use, rdus the xpns of al ritng, al printng, & silnt redng, *one haf*. Fr ilustration, I wil hre giv anothr & longr sntns in four difrnt forms, the ltrs of ech being numbrd.

1. *The old mthod*.—You should acquaint yourself thoroughly and in season with your own rights and property, your abilities and general advantages, and employ the whole to good account for yourself and the world. Wherefore be neither heedless nor negligent in your common affairs.—No. of ltrs 214.

2. *The first stp at shortng*.—Yu shud aquant yurslf thrly & in sesn with yur own rits & proprty, yur abiltys & jnrl advantjs, & employ the hol to good account fr yurslf & the wrld. Wherfor b nethr hedls nr ngljnt in yur comn afars. No. of ltrs, 156. Hre 58 ltrs ar thron out; mor thn one forth.

3. *The second, at the sam*.—yu ked akwant yurslf qrl3 & 3n sesn w3L yur on ryts & prpirt3, yur ab3ltz & jnrl Advantjz & emplq3 L hql tē gvd akvæt fqr yurslf & L wrld. wharfor b neLr hedls nqr ngljnt 3n yur kymn afarz. 144.—70 ltrs savd.

4. *The thrd stp at do*.—u kv akwaz yrslf qrl3 & in sezn wL yr on ryts & 5uprt3, yr ab3ltz & jnrl Advantjz, & 3mpl6 L hql tē gvd akvæt f yrslf & L wrld. wf b neLr hedls nr ngljz in yr kmn afarz. 125.

89 ltrs savd, 18 ls thn one haf.

Aqrt & ez3 lsnz 3n L nu alfbt fqr reda & splj.

NOTE.—Ths lsnz ar numbrd by the arbc & romn numrls & by words also.

## lsn 1—frst—I.

my ma, 3z 3t yu? ys, 3t 3z y. H! my pa 3z ep so hy. pa, lt jo go ep tē yu. jo, go ep tē pa. se 3f he 3z so hy ep az pa. o ys, he 3z. La ar tē hy ep 3n L ar. ma, dē se. o dē b tē es, pa. lt mo b qn L ne. wl, so we go qn L ne, 3n L le. ma, lt es al go ep tē pa. o wl, so we ma. yl se 3f y ma b qn L ne ov my pa. o b tē me, qn my ne, pa sz.

## lsn 2—skænd—II.

3s jo ep qf Lē bd? no, he 3z yt 3n bd. sa, 3z he df? o no. Ln gt ep jo; y sa so. An, go 3n, Ln go qn, & go ep. wl, my jo, 3t 3z

tə yu tə nə, yu ʌl tɪ nɔ ly. o pa, yɪ tɪ nɔ ly. se ma, ʌʃ 3z əp tʊ əs.  
 hə 3z 3t ma? 3z 3t pa? ys 3t 3z. my ma, də yu tɪ me a ly? o nɔ,  
 my ʃo. y tɪ yu nɔ ly. o wɪ, ma, 3t 3z my ɔn dər pa.—wɪ, my ʃo,  
 3t 3s tə yu r tə me tə go tə se 3t ʌ bez ər ʊn ʌ le. se! y ʌm 3n  
 my pɪn; so 3z my hn. v! nɔ! It me go tə gt tə ʃo.

### lsn 3—qrd—III.

1. ok 3z so hy əp 3n ʌ ər. o ma də se me go əp hy ʊn ʌ ok.  
 o se! y ʌm əp sɔ hy! də, my pa, b ep tə me so hy ʊn ʌ ok. ma,  
 ma y go əp tɔ-də, tə se pa 3n ʌ ha? ys, ʃo, yu ma go. o, se pa  
 go. It əs et py; ʌn It əs go tə se pa mo.—yɪ go 3n, ma, tə go tə  
 bd. 3z pa 3n? ys, pa 3z 3n. pa, we ma et py. o ʃo, sa yu so?  
 tɪ me nɔ ly. o nɔ, pa, ʌo y əy, yɪ tɪ yu nɔ ly. 3z ʌn 3n? ys. wɪ,  
 It hr b by my ne. go, ʌn, ʌa It əp; ʌn go tə bd.

### lsn 4—forq—IV.

o se ʌ kat, ly ʊn ʌ mat, tə wɪʃ ʌ rat. nɔv se ʌ dɪg, rən 3n  
 ʌ bɪg, tə kɔc ʌ bɪg. də fɪt ʌ bd wɪ fɪr my hd. mak 3t sɔ flat  
 ʌz 3z a mat. dryv ʌ sly mɔvs, vɔt ʊv ʌ hɔvs. o, It əs go, tə se  
 pa mo. dər ma wɪl bak əs sɛm gʊd kak. y wɪʃ fɪr nɛn, bɔt  
 wɪʃts my ɔn. se hɔv ʌ bɪʒz də ʌv ʌ tɪʒz. Its skɪp ʌnd hɪp,  
 ʊn ʌ hɪl-tɪp. kɛm It əs jɛmp, bɔt gt nɔ bɛmp. əp jɛmp, ʌnd pɛmp  
 sɛm watr fɪr əs.

### lsn 5—f3fq—V.

he levz yu ɔlɔn. də ma mak me sɛm kak. ʌ jæg standz ʊn 3ts  
 bɪtɛm lyk ə pɪt. ʌo y pɔs qɪʃ ʌ gat, y wɪl nɪt It ʌ pɪʒs 3n.  
 y want ə kwɪntɪtɪʃ əv frɪ hɔnʃ ʌnd wɪks, kɪlktɪd by ʌ bɔzɪ bez.  
 pa, plez tə ʒɪv me ə part əv ʌ ɛrɪʒ. H! wɪʃts ʌt ʊn my qɪnt?  
 ə bæg; nɪk 3t ʊf, də. ʒɪv me a bɪk. ʌr 3z ə trɛr 3n ə ʒɪd ʌk.  
 go fynd yur pɪnsɪl. ma, y ʌv jɔnrɪbrd. wɪ yu plez tə mak me  
 sɛm? pa. jɪn wɪnts ɔn ʌks, tə kɔt wɪl. hɔv mɛc wɔd wɛn kɛst?  
 o, ʌbɔt fɪtɪ sɛnts.—də ʊlwa st ə ʒɪd ɛʒzɛmpl, mɔrɪʃ.

### lsn 6—s3ksq—VI.

*Shong the Thrd Stp at Shortng.*—no sɔvnd nɛsrɪʃ 3mɪplɪd nedz  
 tə b markt, ɛspɪʃ ɛ ʌnd ə; ʌz b-t-r fɪr b-g t-ɔ-r; s-l-r fɪr  
 s-g-l-ɔ-r. wɪn ʌ vɔkl nam əv ə kɪnsɛnt ɛz ə wrd, It ʌt kɪnsɛnt  
 stand fɪr ʌ wrd; ʌz, ʌ ltr b fɪr ʌ wrd be; ʌ—le; y—ye;  
 s—se; &c.

sɛm sɪl karaktɪz tə b yuzd ʌt plɛr fɪr tɪ ltrɪz, ər mɔr; ʊlsɪ, sɛm  
 ʌbrvɪʃɔnz; ʌz, & fɪr ʌnd; ə fɪr ʌnd-so-forq; 6—qɪ; 8—vɛ;  
 x—ks; ʒ—nt; 2—ɛn; ɪ—st; fr—frɪm; 3—3t; f—fɪr; v—vɪ;





10. al g, wl brd, & rspktbl c3ldrn w3l qnr & o3a lr f3lr & m3lr, l3v lr s3str & br3lr, & b s3vl & kynd t ee 3lr.

11. tr3bl yr nabrz az l3tl az q3sbl, & d3 l3m al l g3d yu kan. h lt goz byr3l goz s3r3l, az d3ktr frankl3n sz. w3qd3a ly fet fr ly nabrz h3s, az s3l3m sz. d3 g t al mn az u hv q3rtunt3, as pal sz. 3 z mo blsd t g3v l3n t r3ev, az j3z3s kryst sz.

12. st 3 hy valyu qn t3r3 kr3sc3ant3, r l re3l g3s3pl v l s3n v g3d, r3eld in l bybl. f y q3nk 3 z jnr3l 3l3d, evn by l mo d3r3n & kandd 2blevrz, lt n3q3 gls d3s so wl f l jnr3l bnst v m3nkynd in l3 lyf; n3q3 so tnd3 t xtrpat d3grad3 & r3n3n3s 3gnr2s & v3s, 2kynd3s & d3r3l, in3qt3 & r3v3l, kruglt3 & m3rd, q3r332 & war; lt n3q3 so tnd3 t in3p3r mucu3l kynd3s & k3n3d3s, & t mak pepl d3 ee 3lr g & nt evl, al l d3z v l3 lyf.—b3t f t3r3 blevrz, 3 opnz t v3 l wa v p3rdn & g3rl3r lyf, 3fordz l m3ynd 23pek3bl n33m3z h3r, & 3nm3ts l sol wl c3r3l & s3ld h3ps f l facr. t3rv l3n t 33an, d3nd, & 3q3p3gat l pur 2kr3ptd kr3s-c3ant3, & l gl3r33s g3s3pl v l blsd g3d, az 3n in3r3m3z v g t m3nkynd.

### lsn 9---nynq---IX.

L valyu 3v w3zdm. 3 bybl xtrakt. (Job 28 : 12—28.)

wa 3l w3zdm b f3nd ? & wa z l 3as v 2dr3and3l ? man noq nt l 3ys l3rv, n3lr z 3 f3ld in l land v l l3v3l. l dpq sq, 3 z n in m; & l s sq, 3 z n in m. 3 knnqt b g3tn f gold, n3lr 3l s3lvr b w3d f l 3ys l3rv. 3 knnqt b valyud wl l gold v ofr, wl l 3333s onx, r l s3fyr. l gold & l kr33l knnqt eq3 3 ; & l xc3n3 v 3 33l nt b f 3333s v fyn gold. no m3n32 33l b mad v k3rl, qr v 33z ; f l 3ys v w3zdm z 333v rubz. l topaz v eq33p33a 3l n3ql 3 ; n3lr 3l 3 3 valyud wl pur gold. wh3s l3n k3m3q w3zdm, & wr z l 3as v 2dr3and3l, 333l 3 z h3d fr l yz v 3l l3v3l, & kpt kl3s fr l f3l3z v l 3r ? d3r3k32 & d3 sa, w3 hv hrd l fam l3rv wl 3r 3r3. g3d 2dr3and3 l wa l3rv, & h no3q l 3as l3rv. f h l3k3 t l gndz v l 33q, & 333q 2dr l h3l hvn ; t mak l wat f l w3ndz, & h wa3q l watrz by m3r. w3 h mad 3 dkr3 f l ran, & 3 wa f l lytn3 v l q2dr ; l3n d3d h s 3 & dkl3r 3 ; h 3pard 3, ya & 3r3d 3 3t. & 2t3 man h 3d, bh3ld, l fer v l l3rd, lt z w3zdm ; & to dpart fr evl z 2dr3and3.

Not.—In this lsn, as it stands in the Bibl, th3r 3r 1092 l3rs.

Fr 3p3r3g th3 sam in th3 nw alphbt, I hav usd 645 “

The d3f3ns is. . . . . 447, a l3tl ov3r 2-3.

### lsn 10---tnq---X.

w3zdm 3sqnfyd. a bybl xtrakt. (pr3v. 8 : 12—36.)

y w3zdm d3l wl 3nd3s, & fynd 3t n3ql v wit3 invn32z. l fer v l l3rd z t hat evl ; 3yd, & 3r3g233, & l evl wa, & l fr3rd m3q d3 y hat. k3n3l z m3yn, & s3nd w3zdm ; y 3m 2dr3and3 ; y hv t3r3q. by

m k3js ran, & 53nsz røl, & noblz, evn al L jøz v L ørq. *y* læv l m  
 lt læv m, & loz lt sek m ørl3 ðl fynd m. r3cz & qnr r wl m; ya,  
 durabl r3cz, & rycəsns. *my* fræt z btr l n gold, ya l n fyn gold; &  
*my* rvnu l n c6s s3lvr. *y* led in L wa v rycəsns, in L m3d1 v L pælz  
 v jəjnz; lt *y* ma kaz loz lt læv m t inhr3t subjcs, & *y* w3l f3l  
 lr trbrz.

L lqrd p qz1 m in L bg3n1 v hz wa, bfor hz wrx v old. *y* wz st øp  
 fr gvrld1, fr L bg3n1, r evr L ørq q; wn l a wr nō dpqs *y* q brat  
 forq; wn l a wr nō f8ntnz øb8nd1 wl watr; bfor L m8ntnz wr stld;  
 bfor L h3lz q *y* brat forq; whyl az yt h hd n mad L ørq, nr L  
 feldz, nr L hyl part v L dæ1 v L wrld. wn h 4pard L hvnz *y* q l a;  
 wn h st økømps øpqn L fas v L dpq: wn h g1ablðd L kl8dz gbøv; wn  
 h 1r1qnd L f8ntnz v L dep; wn h gav L s hz dkre, lt L watrz ðd n  
 pøs hz kmændmz; wn h 4p6ntd L f8ndað2z v L ørq; l n *y* wz by hm,  
 az wæn brat øp wl h n; & *y* q dal3 hz dlyt, rj6s1 alwaz bfor hm;  
 rj6s1 in L habtbl part v hz ørq & *my* dlyts wr wl L sənz v mn. n8,  
 l f, hærkn 2tø m, o ye c3ldrn; f blsd r l a lt kep *my* waz. her in1røk-  
 ð2 ð b wyz, ð rfuz 3 nqt. blsd z l man lt herq m, wyc1 dal3 at *my*  
 gats, watr at L pøjs v *my* dorz: f h8so fyndq m, fyndq l yf, ð ðl øb-  
 tan favr v L lqrd. bæt h lt s3nq øgn1 m r1q hz on sol; al l a lt hat  
 m, læv dq.

Not.—The sam in the Bibl has.....1652 ltrs.

In this lsn ar..... 943 “

The diffrs is..... 704—Considrably ovr 2-3

## A FINSHNG ADRS.

About the yer 1836, I bgan to think sobrlly on rformng the  
 ritng of our languj, fr comu use. Blevng it posbl & vry im-  
 portnt, *not noing* that any othrs had, of lat yers, medld with it.

I cam t the concluson finaly that we now hav 40 dstinct  
 primry sounds, alredy usd in ritng, & svrl mor not yt markd,  
 nr at prsnt of sufisnt consquens to mark.

Aftr redusng our 23 avalbl ltrs, ech to its own one most  
 naturl sound, I add 17 nw ltrs, the numbr nedd to giv ech sound  
 its own one dstinct apropiat sound.

In Aprl, 1843, I bgan to talk & lectur abroad on this subjeç,  
 which has brot to my nolj nerly 40 othrs, most of thm lat, pro-  
 jectrs of a simlr rfrmation, mny of hom hav publishd thr projec-  
 Tn of ths, includng *my* own, I hav abtand. Tw ar English;  
 the rst, Amren. I hav sen som othrs, & hrd of mor. Al  
 ths, I think, hav ben brot forwrd sins 1832.



In tw thngs, ths the most esntial, I blev, al agre, namly : to throw out al silnt ltrs, & to hav but one ltr to a sound, & but one sound to a ltr. On othr & minr matrs, howvr, ther is a grat dvrsty of opinions. Som wil hav captl ltrs ; othrs non. Som wil hav captls of thē sam form with the comn ; othrs wil hav thm r mny of thm of difrnt form. Som wil hav but one st of ltrs fr comn use in both ritng & printng ; othrs wil hav a difrnt st, r sts, fr ech. Som wil hav a dstinct ltr fr the sprbl combnations *wh*, *gz*, *oi*, & *ou* ; othrs wil hav no dstinct ltrs fr ths combnations any mor thn fr *pl*, *br*, *sm*, &c., &c. Som wil hav one ltr fr *a* in *man*, and anothr fr *a* in *mare* ; othrs think that ths tw wrds xprs but one & the sam sound of *a*, til it ovr-taks the sound of the foloing consonnt ; & just so of *u* in *but*, and *u* in *bur* ; of *o* in *not*, and *o* in *nor*. Som wil hav a dstinct ltr to mark the smi-sound of long *o* ; as in the words, *oh ! throat*, *spokn* ; & anothr to mark the smi-sound of *a* in *part* ; as in the words, *ah ! srah*, *fast*, *gras* ; othrs wil not. Som wil put the *h* bfor the *w*, whn they com toghtr ; othrs the rvers. Som prvnt al nsssty of rasng the pn from the papr, til a wrd is finshd ; othrs do not.

Now, what in ths circumstanss can b don ? I se stranj inad-vrtess, & som grat errs, in the projec of othrs, & they, probbly, as mny r mor, in min. Durng my som dozn yers atntion to the subjet, I hav lost non of my convictions, zel, r curj ; *but much of my hry & prsnal xpcnsy*. This subjet neds vastly mor jurl & impartial invstgation & dscuson thn it has had. In this erly staj of the consrn, its most thru studnts ar lik the man partialy curd of blindns ; *they look up & se mn as tres walkng*, & ar astonshd & glad, & othrs also, *that they se so wl*. The truth is, that this is *an imns affair*, & nethr myslf, nr any othr one, r tw can rsnbly xpet to acomplsh it in one, r thre yers. If this is not alredy undrstod & realizd, it surly must b. Whn any such grat thng as the ritng of a grat nations, r tw grat nations languj gts in motion on a srtm cors, & bn going fr ajs, it is no sml matr to stop r chanj it. I ons askd the “Lrnd Blaksith,” so cald, whthr he thot the difcults in this cas culd b cōquird ? He rplid, “Ys ; but it wud b lik conquing the British Empir.” I put a simlr qustion to Salma Hale of Keen, N. Hamp., formrly a mmbr of Congr, and alwas an injenius thinkng mn, & now somthng of an authr of scol boks ; & he

ansrd, "Ys; but it wud b lik lving the Grand Monadnok;"— (a huj mountn of flinty grant. in the neibrhod.) We ho ar engagd in this stupndus wrk must frst just sit down & camly count the cost, & harms ourslvs proprly fr the busns, & calculat *to toil, & tug, & sweet*, fr innumrbl multtuds we nvr saw, and nvr shal se in this wrld, & that too prhaps, without any rward but ridicul & scorn, prsecution & povrty.

This is a wrk which consrns the hol English wrld, & the myriads of pepl ho do now use our languj, r shal herafr; & it cals fr the consntratd wisdm & powr of the English wrld to accomplish it. The bst alphbt that *can b formd*, in the prsnt staj of national improvmt, *from al the projec that cn b obtand, shud b formd*; & rsev jurl aprobatn, bfor much printng b don in any remodeld one. Afr al, evn this wud b imprfct, & lik al productions of humn art, wil ned futur improvmts; *nvr* coming up to natur. Of cors, ritng & redng wil nvr b equal to speking & herng. Stil a good alphbt is the bst of *al artfisl* mthods of comuncation among mn, fr sosl profit & enjoymnt, & fr xtndng & rcordng noli.

I wil now vntur & prsum so much as to throw out *five jurl prnspls r ruls*, r fundamntl laws, such as hav bn bfor hintd, upon which this bst posibl alphbt shud b formd, as som gid in selection fr a bass, & the finl finshng:

1. This alphbt shud contain just ltrs enough & no mor, *that ech dstitnt importnt primry sound ma hav its own one dstitnt apropiatd ltr*. Othr carctrs to b used at plsr, in ritng r printng, fr tw r mor of the *alphbtic ltrs*, shud alwas b considrd *an entirly sprat consrn* from this alphbt, & *nvr in it b intrmixd*.

2. Prsrv as mny of the shaps found in the old alphbt, ech with its one most comn, naturl, & orignl menng, as can b don consistntly with the othr priuspls.

3. The ltrs shud b so dvrssfd & dstitnt in form as to prvnt one, epsly in ritng, from being mistakn fr anothr.

4. Conveniens fr ritng, printng & redng, shud abov al b considrd & strictly folod.

5. Lt thm b made comly & plsnt to the y.

An alphbt formd on ths five priuspls, *giving ech its du*, by mn of sns, prprly acquaintd with the subjt, wud doutls b a good one.

Hre I ask yu, without the imputation of arogans r prsumtion, to allow me to la bfor yu, a fw of my thots rspctng what *can b*

don & what *must* be done, in order that this great work for the immense benefit of thousands of millions, may, as soon as possible be accomplished :

1. A general conviction of its necessity should be produced among those who use our language.

2. The sentiment must be extended, that we may and should be able, from various strong indications, that the time draws near for the accomplishment of this work. (For more has probably been done within *four years* to forward it, than was previously done in *four hundred* ! — *Many* within a few years, *ya, scores*, if not hundreds, have, unknown to each other, been simultaneously engaged in the same work. — &c. &c.) — These things must be pushed forward by the voluntary efforts of any & all friendly to the cause.

3. There must, by some means, be produced a union of a great majority at least, of the chief phonetic & alphabetic philosophers & projectors, as to the nature & precise number of the distinct, insuperable, substantial, primary sounds in our language, each of sufficient importance to deserve a distinct marking ; & also, as to the lettering of those sounds by different & distinct named marks to represent them to the eye.

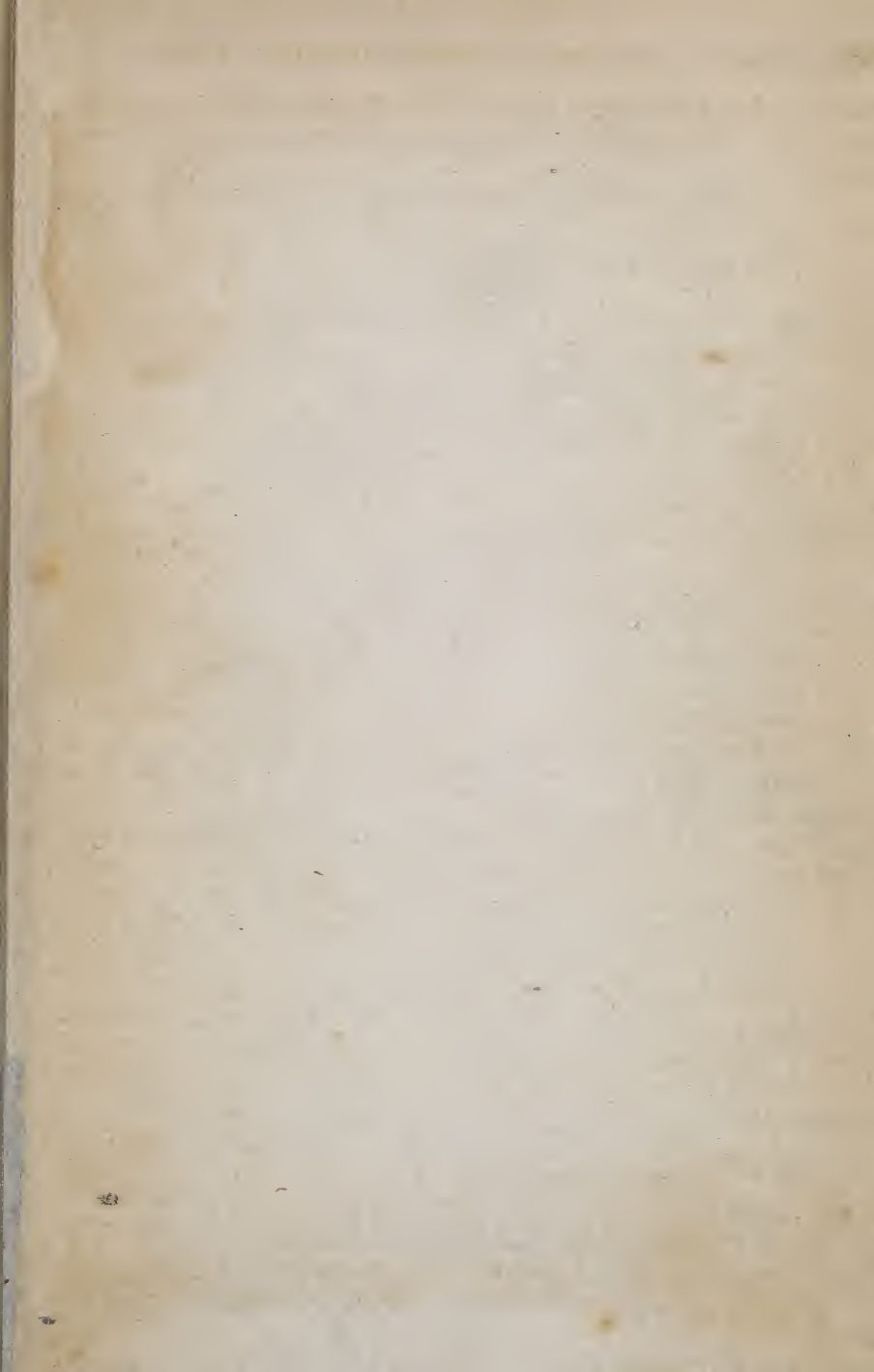
This last item suggests a chief difficulty in the case. Each projector, not aware of the efforts of others, has expended much on his project with his expectations of success, & the consequent honor & emolument. He is unwilling to give up his own, & he presses it forward in opposition to all others.

I have long believed that this method will never with any one succeed long, or accomplish its object. Individuals, you know, the great & good man, did not singly succeed in giving the English people a good, & the best possible translation of the Bible. But when the proper time had evidently come for the work to be done, King James & his parliament, like wise men, took hold of it, & accomplished it ; not by individual, but by combined national, & unhindered effort. In this work also, there must, *must, must*, be concert of plan & action, or, I assure you, *it is no go*. Union is strength, and efficiency.



FINIS.

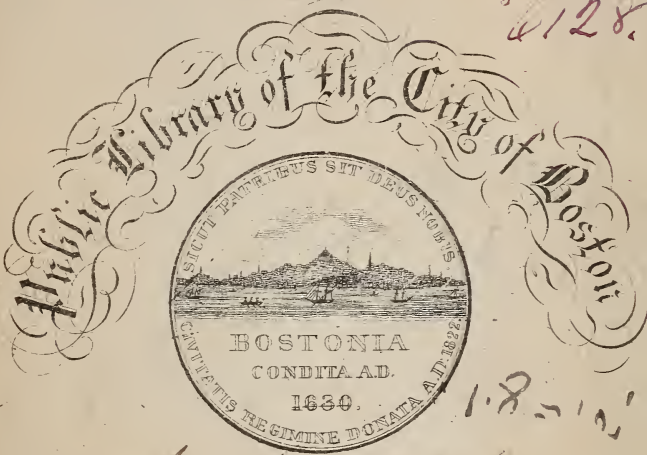






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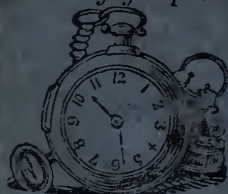
By Mrs. James W. Stone.

Received Apr. 8, 1870. Vol. 1673



Can it b so lat?

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O, I must haste!

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## THE STRNGTH & MAJSTY, USFULNS & HAPNS

She is lik the mrchts  
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OF GOOD, WL EDUCATD WOMAN.